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ABSTRACT

The Appalachian Adult Education Center (AAEC) provided non-formal library training institutes in ten southeastern states over a three-year period, 1973-1976. With the cooperation of the state libraries, AAEC conducted institutes at 77 individual libraries and involved whole library staffs, as well as useful and interested community and agency participants, in planning basic education and other services for disadvantaged adults. Institute components included awareness sessions, construction of community profiles, client participation, two-day planning sessions, work agreements, evaluations, and follow-up services. Evaluations proved the overall success of the program as well as its cost effectiveness. AAEC also produced a series of guides and a multi-media kit on the public library. Appendixes contain an article on barriers to cooperation in the community and a bibliography of AAEC publication. (LS)

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Non-Formal Library Training Institutes, Final Report, 1973-1976.

Grant Number: G00-75-00805 (468)

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Expanding Public Library Services To Disadvantaged Adults

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EDUCATION

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TABLE OF CONTENTS

Executive Summary 1
Introduction 12
  Overall Objective 13
    State Level 13
    Regional Level 14
  Objectives 14
  Subobjectives 15
  AAEC Development—A Brief Chronology 16
Procedures 21
  Approach—Plan of Action 21
    Institutes 21
    In-Service Training 22
    State-Level Involvement 22
      Kentucky 22
      Maryland 22
      Virginia 24
    Awareness Sessions 24
    Letter of Agreement 25
    A Demographic Community Profile 26
    Client Participation 30
    The Two-Day Planning Session 30
      Participants 31
      Trainers 33
      Format 34

Work Agreement 38

Evaluation of Two-Day Planning Session 39

Three Year Summary of Evaluation of Two-Day Planning Sessions 40

Follow-Up: Information and Skills Supplied . . . 48

Results 49

Site Follow-Up Evaluation 49

Analysis By Objective Category 49

Analysis By Number of Objectives and Their Chances for Continuation 64

Impact 74

Conclusions 80

Impact 80

Guides 80

Services 80

Demonstrations 80

Information Exchange 81

Library Services and Energy 81

Barriers to Interagency Collaboration 82

Answers to OLLR Questions—Including Strengths and Weaknesses 83

Dissemination 96

APPENDIXES

APPENDIX A: "Barriers to Synergy in the Community"

APPENDIX B: Appalachian Adult Education Center Bibliography

LIST OF FIGURES AND CHARTS

FIGURE 1: Changing Definition of Literacy

CHART 1: State Level Involvement

CHART 2: Demographic Data

CHART 3: Planning Session Participants

CHART 4: Evaluation of Two-Day Planning Session

CHART 5: Analysis by Objective Category

CHART 6: Analysis by Number of Objectives and Their Chances for Continuation

CHART 7: Dissemination Activities

APPALACHIAN ADULT EDUCATION CENTER

Executive Summary

NON-FORMAL LIBRARY TRAINING INSTITUTE SERIES: 1973-1976

INTRODUCTION:

The Appalachian Adult Education Center (AAEC), Morehead State University, was the recipient of **THREE** separate federal grants awarded by DHEW, **Office of Libraries and Learning Resources**, for the conduct of library training institutes.

The general **PURPOSES** of the AAEC Institute Series were: **(1) to expand public library service to disadvantaged adults; and (2) to improve practices in the coordination of library and basic education services.**

The AAEC Institute Series was *non-formal* because it involved non-credit, voluntary training provided on-site to the entire library staff involving persons from a variety of social service agencies and the community.

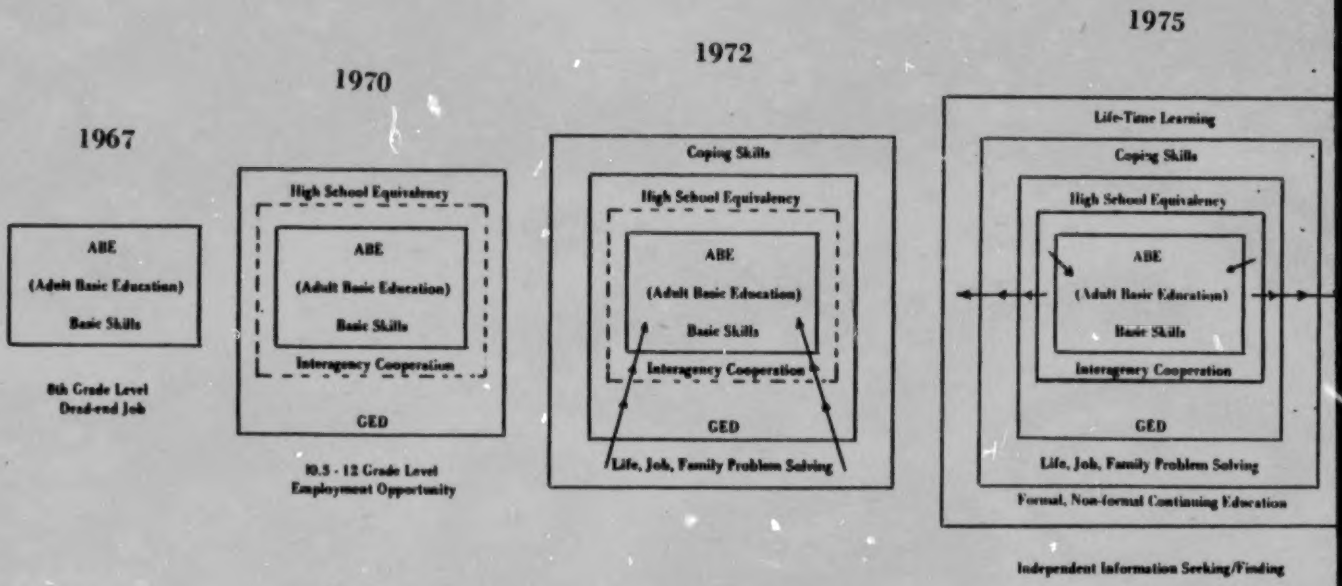
The development and design of the institute series was predicated upon the multiple (108) demonstration research and training projects of the AAEC related to the improvement of practices in adult education over a seven-year period. Three major conclusions ultimately focused the Center's attention upon public libraries:

(1) **Adult new readers, products of the massive national adult basic education program, were leaving programs without direct linkages with—or even recognition or knowledge of—those institutions through which they might practice new skills and resolve information needs.** The new reader, rising almost always from poverty, is also the person most unlikely to have money to purchase needed information. The public library, a ready free source; is, however, an un-used foreign place to the client needing help the most—the library need not be un-used or a foreign place.

(2) **Interagency cooperation and collaboration does not occur naturally. The reasons that inhibit and prohibit cooperation are varied and are not simplistic.** The interrelationship between public libraries and adult basic education programs was viewed by the AAEC as an essential but non-existant national objective. Furthermore, the AAEC was convinced that persistent failures to advance interagency cooperation—an objective which had permeated all previous demonstration activities—indicated the need to study the constraints. Because of the nature of the problem identified in (1) above the AAEC chose to study intense collaborative efforts between just two institutions, public libraries and public adult education programs.

(3) **The AAEC view of functional literacy was constantly changing as it was changing in the United States.** The AAEC thought, closely paralleling that of the Adult Performance Level Study, APL, and Project Newstart of Canada, had begun to focus attention upon expanding definitions of literacy. Figure 1 illustrates the changing philosophy of literacy in which the AAEC became a proponent of the teaching of the *application* of the adults developing skills to their everyday individual problem solving. This exploration indicated two related priorities: (a) the development of the concept of end instruction in life, job, family coping skills, and (b) the necessary interagency liaison to accomplish the first priority. When cooperation is achieved between the two agencies, public libraries and adult education programs, public libraries must be prepared to appropriately serve the new reader when he appears. That service must include those kinds of materials related to *functional* literacy—coping skills materials—required by clients in the application of newly acquired skills in meeting information needs.

Figure 1 . Changing Definition of Literacy



A fourth AAEC conclusion, specifically related to training set the *non-formal* strategies and methodology for the conduct of the Institute Series. The fourth AAEC conclusion was that:

(4) **Short duration staff training, e.g. traditional two/three-week institutes in isolation from professional associates and from communities, does not yield desired individual or institutional change.** Short-term institutes do not allow time for a readiness period nor sufficient reinforcement of skills. Short-term institutes tend to draw only one representative from a given staff and upon return the representatives' impact is negligible. An institute in isolation can offer only generalizable solutions to specific conditions or problems—solutions which may or may not fit the local situation. The traditional institute serves relatively few trainees and is costly in terms of participant travel, allotments and absence from the job.

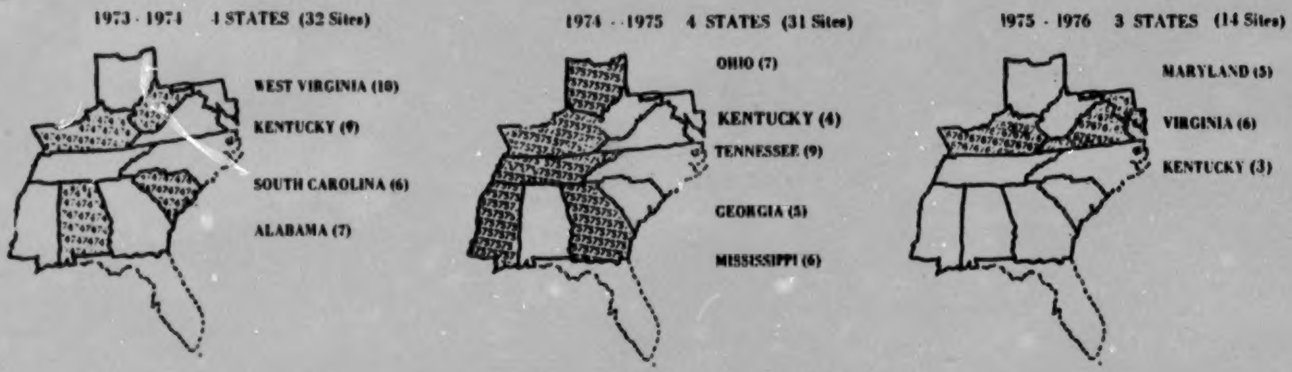
Individual and institutional changes seems to occur more readily when training is provided to the entire staff including the decision makers; when training involves all of those persons including the community who may be touched by the change exposed in training; and when that training is reinforced by activities necessitating behavioral change, augmented by conviction and resource support, and when the training results in agreements that are understood and accepted by all concerned.

The AAEC, having arrived at the conclusions noted, and having successfully demonstrated the development of the interrelationship of public libraries and adult education programs for disadvantaged adults, embarked upon the Non-formal Library Training Institute Series summarized in the charts and figures which follow.

Training In

10 STATES & 77 SITES

Time Sequence and Geographic Distribution


1973 · 1974 4 STATES (32 Sites)

1974 · 1975 4 STATES (31 Sites)

1975 · 1976 3 STATES (14 Sites)

Institute Series Participants

2006 Persons

Participant Groups

936 Librarians

from

175 Libraries

&

1070 Non-librarians Represented

Institute Series

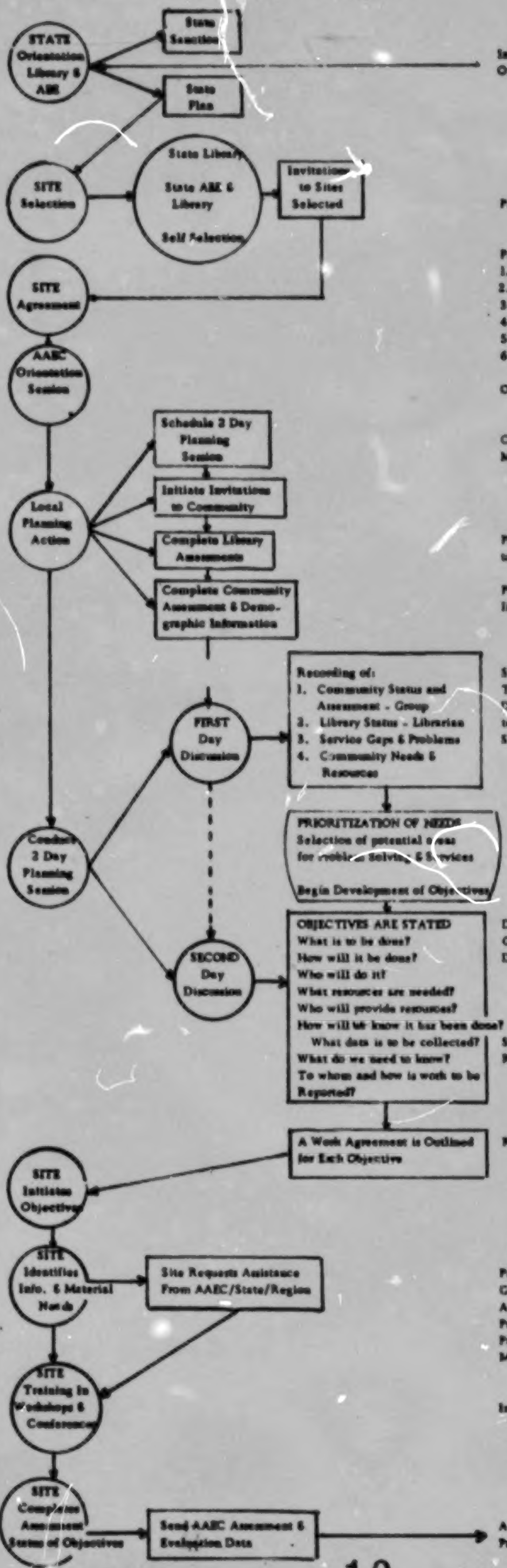
Design

and

Development

The AAEC Non-formal Library Training Institute Series design and procedures are presented in a network form, Figure →, in which a circle, ○, represents an ACTIVITY and a square, ☐, represents a product or an ACTION taken. The network is paralled by an outline representing the roles and tasks of the AAEC Staff.

NETWORK of AAEC Library Training Series



STATE Orientation Library & ABE
State Sanction
State Plan
SITE Selection
State Library
State ABE & Library
Self Selection
Invitations to Sites Selected
SITE Agreement
AAEC Orientation Session
Local Planning Action
Schedule 2 Day Planning Session
Initiate Invitations to Community
Complete Library Assessments
Complete Community Assessment & Demographic Information
Conduct 2 Day Planning Session
FIRST Day Discussion
Recording of:
1. Community Status and Assessment - Group
2. Library Status - Librarian
3. Service Gaps & Problems
4. Community Needs & Resources
PRIORITIZATION OF NEEDS
Selection of potential areas for problem solving & Services
Begin Development of Objectives
SECOND Day Discussion
OBJECTIVES ARE STATED
What is to be done?
How will it be done?
Who will do it?
What resources are needed?
Who will provide resources?
How will we know it has been done?
What data is to be collected?
What do we need to know?
To whom and how is work to be Reported?
A Work Agreement is Outlined for Each Objective
SITE Initiates Objectives
SITE Identifies Info. & Material Needs
Site Requests Assistance From AAEC/State/Region
SITE Training In Workshops & Conferences
SITE Completes Assessment Status of Objectives
Send AAEC Assessment & Evaluation Data

AAEC Roles & Tasks

Initiates
Orients

Provide Criteria for Site Selection

Provide Planning Assistance to Sites
1. Letter of Agreement
2. Suggested List of Participants -Community
3. Outline of AAEC Suggested Agenda
4. Review of Community Needs Assessment
5. Review of Library Assessment
6. Schedule Awareness/Orientation Sessions

Orientors: Staff or State AAEC Trainer
At Site with Staff & Trustees

Confirm 2 Day Planning Session and Prepare Materials

Provide Suggested Library Assessment of Services to Disadvantaged Adults

Provide Suggested Community Assessment Instruments

Serve as Discussion Leaders & Consultant Trainers
Describe Library Collections & Programs related to Needs of Disadvantaged Adults
Serve as Recorders & Summarizers

Develop Objectives & Service Needs from the Group Discussion
Develop Interagency Commitments & Resources

Suggest instruments & systems
Respond to knowledge needs

Re-write Work Agreement and Confirm

Provision of Materials, e.g. Library Service Guides
Assist in Literature Review for Service Expansion
Provide Consultants & Recommend Exemplar Program Visitations
Monitor Sites for Needed Assistance

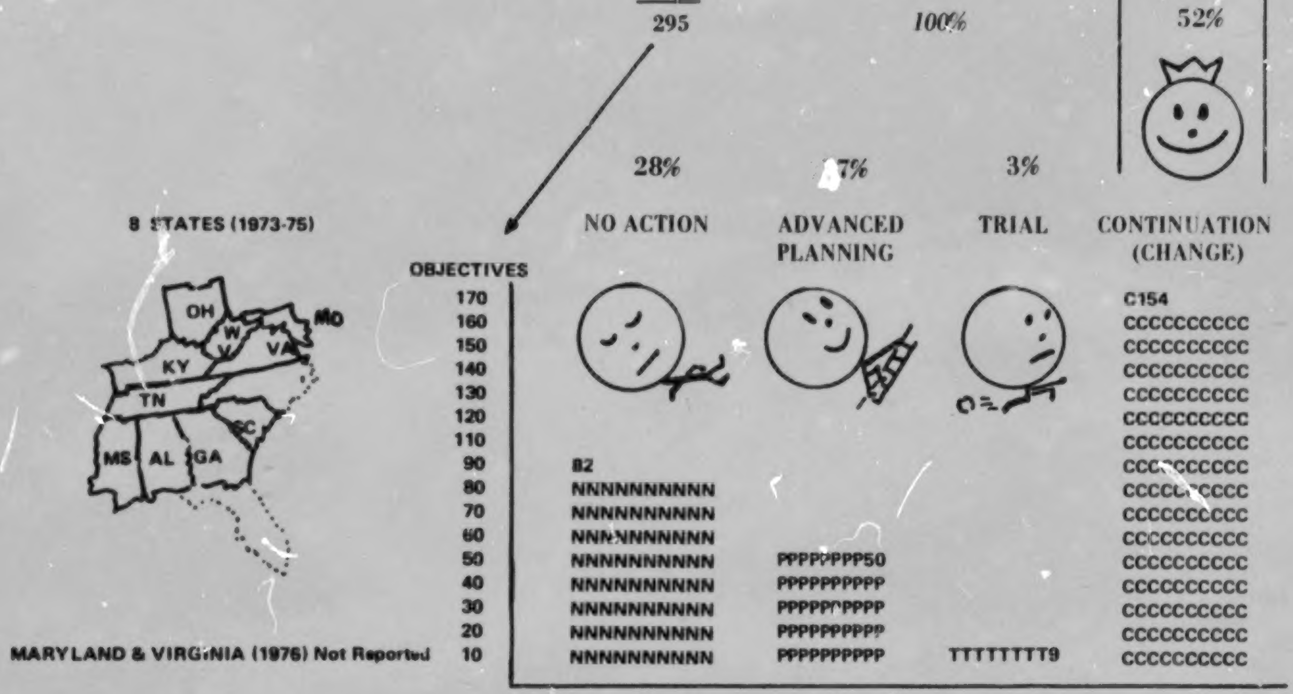
Initiate An Evaluation of the Status of Objectives

Assess Total Program
Prepare Final Report

Status of Objectives Developed in Community Planning/training Sessions

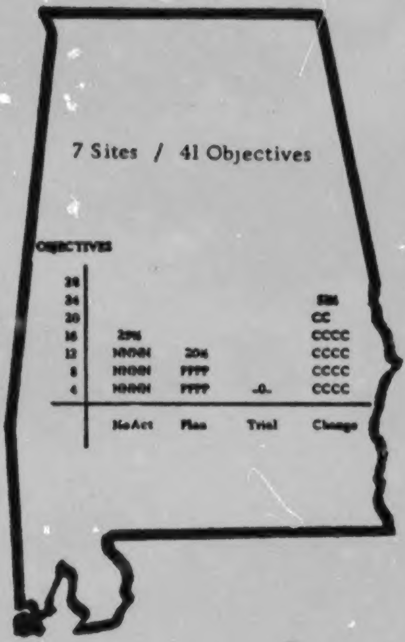
An assessment of the STATUS OF OBJECTIVES developed in the AAEC Library Training Institute Series community planning/training process reveals an astounding increase in the services to the disadvantaged adults indicative of INSTITUTIONAL CHANGE.

OBJECTIVE CATEGORIES	TOTAL N In Each Category	THE % OF N OF TOTAL For Each Category
Coping/Survival Skills Development	60	20%
Library/ABE Coordination	78	27%
Information & Referral Services	26	9%
Interagency Cooperation	28	9%
PR/Visibility	18	6%
Outreach	34	12%
Books by Mail	12	4%
Services to Special Groups	10	3%
In-Library Activities	18	6%
Volunteers	11	4%
	295	100%

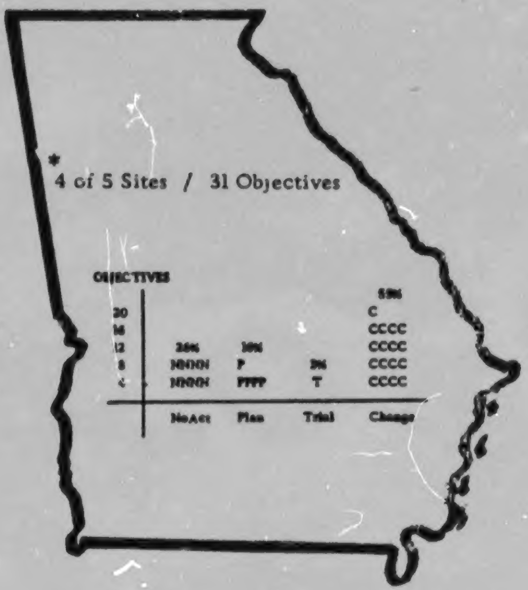


Status of Objectives by States

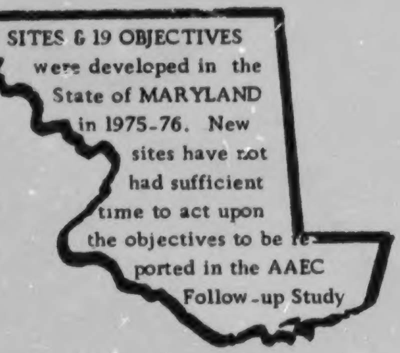
ALABAMA



GEORGIA

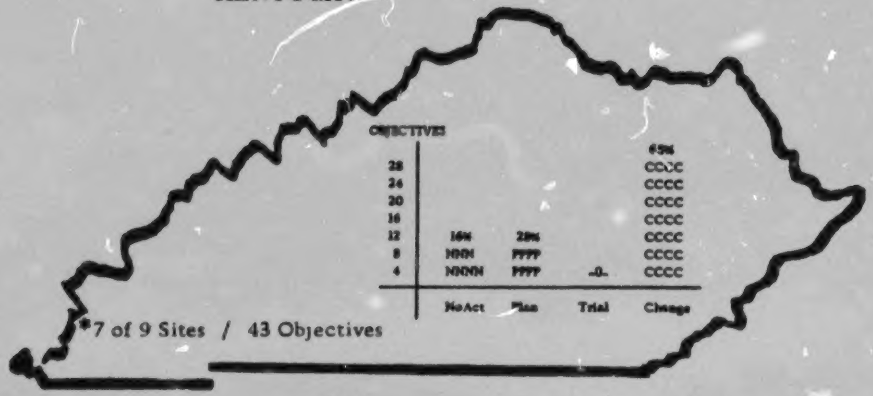


MARYLAND



5 SITES & 19 OBJECTIVES were developed in the State of MARYLAND in 1975-76. New sites have not had sufficient time to act upon the objectives to be reported in the AAEC Follow-up Study

KENTUCKY



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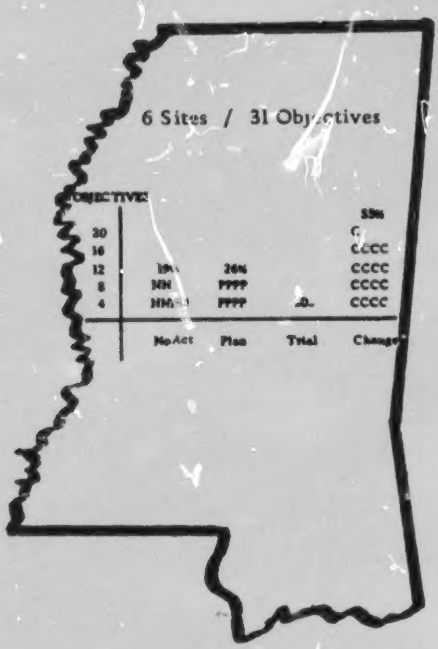
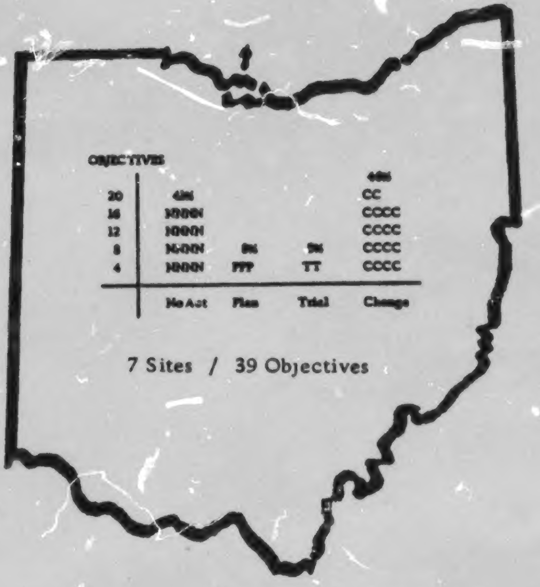
* Data reports only those training sites responding to the AAEC Follow-up Study of the Status of Objectives

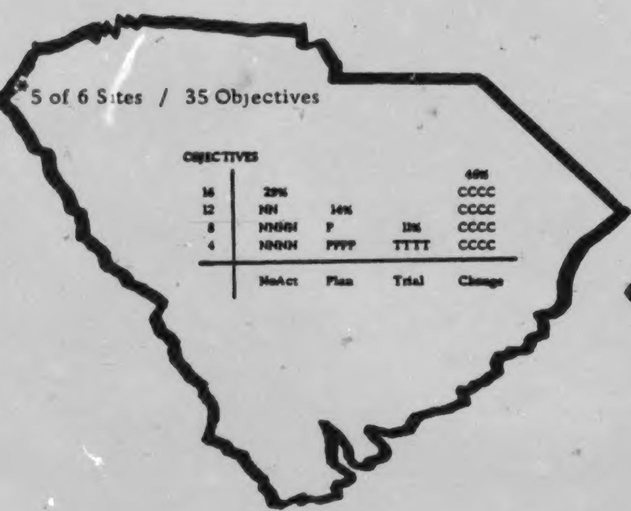
MISSISSIPPI



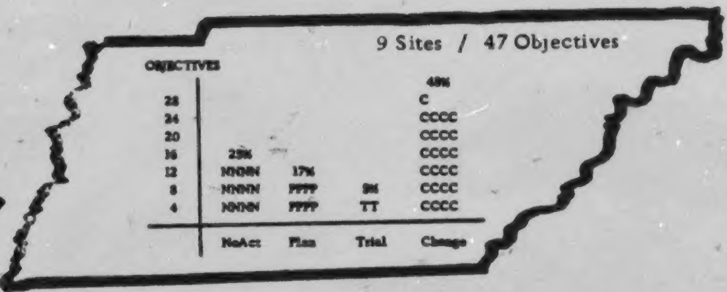
OHIO



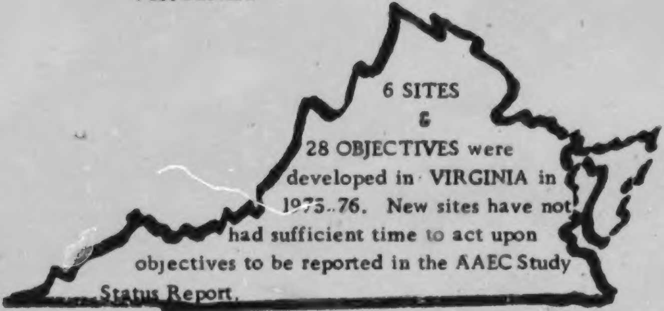
SOUTH CAROLINA



TENNESSEE

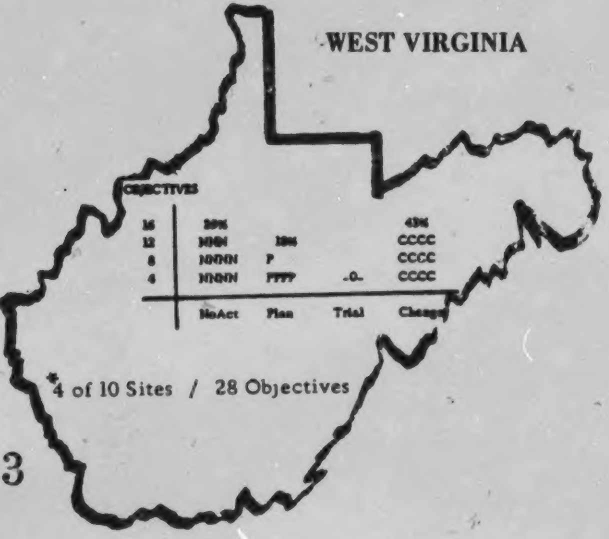


VIRGINIA



6 SITES
&
28 OBJECTIVES were
developed in VIRGINIA in
1975-76. New sites have not
had sufficient time to act upon
objectives to be reported in the AAEC Study
Status Report.

WEST VIRGINIA



Cost Effectiveness

The AAEC Institute Series and the procedures are PROGRAM/COST EFFECTIVE in terms of the numbers trained and the scope of individual and institutional change.

All staff development and training institutes begin with similar grant awards. The comparison between the AAEC *non-formal* approach to library training institutes and *traditional (short term)* institutes, outlined below, illustrates the program/cost effectiveness of the AAEC technique.

TRADITIONAL TRAINING (Short Term)			**AAEC NON-FORMAL TRAINING**	
PERSONNEL			**PERSONNEL**	
Director			Director	
Staff	**Temporary**		Staff	**Full-time $$$$**
Instructors	**Periodic $$$$**		Instructors	**Staff & Voluntary**
Consultants			Consultants	**Community**
TRAVEL			**TRAVEL**	
Staff Travel	**Limited**		Staff	**Constant $$$$$**
PARTICIPANTS	**Great Cost $$$$**	**!**	**PARTICIPANTS**	**No Cost**
Room & Board	**$$$$**		N.A.	
Stipends	**$$$$**		N.A.	
Dependents	**$$$$**		N.A.	
Travel	**$$$$**		N.A.	
One Representative from A System		**!**	Total Staff PLUS Community	
Small Number of Participants (25+)			Great Numbers of Participants (1,000's)	
Training in One Site			Training in Many Sites	
MATERIALS			**MATERIALS**	
Utilize Existing Materials			Developmental	**Production $$$$$**
Small Quantity			Great Quantity for Many Persons & For National Distribution - **$$$$**	
TRAINING PERIOD			**TRAINING PERIOD**	
2-3 Weeks , Concentration			6-9 Months, 2 Day Concentration	
Follow-up			Follow-up Is Continuous With Support	
RESPONSE TO TRAINING NEEDS		**!**	**RESPONSE TO TRAINING NEEDS**	
2-3 Week Period			6-9 Month Period & Continuing	
Generalized Needs			Situation Specific Needs	
Group Orientation			Individualized Orientation	
PHILOSOPHY OF TRAINING			**PHILOSOPHY OF TRAINING**	
Knowledge Base			Behavior Change	
IMPACT			**IMPACT**	
Knowledge Application (One Person)		**!**	Individual & INSTITUTIONAL CHANGE (Library Staff & The Community)	
SPIN-OFF (SPREAD)			**SPIN-OFF (SPREAD)**	
Difficult For One Person to Create Change			Library System Change Potential	
			Local Regional Demonstration Programs	
			State /Regional Program Development (Decision Makers Are Involved in Total Effort)	
			Nation-wide Dissemination of Unique Materials.	

Cooperate? ......It Just Isn't Easy!!!

Efforts to develop—even mandate—collaboration among institutions have been real but dismal failures. The problem is paramount to all: to Congress; to local, state and federal programs; and to the client participant/recipient.

The urgency to interagency cooperation brought about by the economy and by the needs of the American population, not to mention the needs of institutions themselves, is offset by a long list of barriers against success.

In the AAEC study of the generalizable barriers encountered in urging collaboration between just two institutions, public library and adult education services for disadvantaged adults, an astounding array of barriers were uncovered through a community planning process.

Barriers to Interagency Collaboration

- Varying political nature of agencies
- Differences in communications and language of institutions and participant groups
- Marginal status of programs, funding and staff
- Resistance to special publics
- "Thing" orientation vs "Service" orientation
- Fear of: Innovation, change, decision making, working with street people
- Geographic isolation—sheer distance in rural areas
- Culture—transfer aspects—the maintenance of culture vs social change
- Place—boundness vs outreach
- Program impositions
- Differences in compulsory accountability for priorities
- Differences in priorities
- Associations with vested interests and credentialism
- Limited view of education responsibility—children and youth vs ALL ages
- Passive resistance from groups for whom service is intended
- Differences in accommodation—fitting program to people vs people fitting to program
- Variable roles and capacities of various functionaries—decision vs advice
- Interpretation of universality vs specialization of service to special groups in need
- Time conflicts between agency service and client participant time
- Minimally trained staff and part-time staff in specializations
- Success of paraprofessionals and related problems of professionalism
- Differences in credentialism, seniority and time
- Low or zero funding of many service agencies
- Varying number of units dictate management problems and power
- Dissimilar organizational structures
- Services not universally desirable to or for all segments of the population
- Goal displacement by client—client goals differ from institutional goals
- Confusion among federal, state and local agencies—proliferation of similar services and competition
- Fixed standards (traditionalism) vs differentiated standards for different publics
- Role changes viewed as a loss of role rather than role enhancement
- Process facilitators vs program managers
- Co-mingling of funds and resources rejected vs recognition as a solvable management problem

AAEC National Dissemination Activities

75,000+	AAEC Documents Were Distributed To:
	State Library & Adult Education Programs
	Higher Education: Library Science & Adult Education
	The AAEC National & International Mailing Lists
1,215	Individual Materials Requests Were Received From 49 States & 12 Foreign Countries
65	Workshops & Conferences & Technical Assistance Activities Were Served By Staff In 24 States
33	Major Presentations Were Made By The AAEC Staff
9	Articles Were Prepared For Publication In National and International Journals

Conclusions

I The usefulness of the AAEC *non-formal* training designs - community based rather than institution based designs - have a higher yield in improved library services.

II The AAEC Institute Series has taught four main skill areas :

1. Community Planning
2. Management by Objectives
3. Expanding Library Services To Disadvantaged Adults
4. Achieving Interagency Cooperation

III Impact studies reported by participating libraries indicate massive institutional change through:

1. An increased understanding of the information, service and material needs of the disadvantaged adult.
2. The development of expanding service objectives and activities.
3. The help and cooperation being received from other community agencies.
4. Changes in library management and attitudes.
5. Increasing community support.

IV Participant evaluations, almost always positive, have become increasingly higher with each successive year of staff experience and sophistication in the community planning /training process.

The three years of the Institute Series enabled the trainers to draw upon their own investigations and experiences in problem solving and to develop a constantly increased knowledge base.

V In response to needed information in problem solving for expanding public library services, the AAEC produced a series of *Library Service Guides* which have been in great demand nationally.

INTRODUCTION

In June 1976, the Appalachian Adult Education Center at Morehead (Kentucky) State University completed three years of library institute training in ten states. The topic was library services to undereducated adults. The funding source was the USOE Office of Libraries and Learning Resources through the Higher Education Act, Title IIb, Training.

Thirty-two communities were involved in the first year of in-service training in the library institute series; thirty-one communities were involved in the second year; and fourteen communities participated in F. Y. 1975-76. Therefore, a total of seventy-seven communities have been served by the Appalachian Adult Education Center (AAEC) through this project for the three years. Two thousand and six (2,006) different persons participated in the dissemination-institute series.

Services to disadvantaged adults have been defined by the AAEC as public library services to those fifty percent of American adults (about 60,000,000) who have not completed high school. The educational indicator of disadvantagement seems to have more utility in the definition of needed library services than do the indicators of income or employment, although there is a very high correlation between low academic levels and low income and employment levels. The percentages of adults without a high school education in the communities served this year ranged from a high of eighty-six percent in one community to a low of eleven percent in one dissemination-institute community. There were a total of about 2,400,000 potential public library adult patrons in the seventy-seven dissemination-institute communities who had less than a high school education.

OVERALL OBJECTIVE

The goal of this continuing institute series was the development or expansion of services to disadvantaged adults through the training and retraining of professional, nonprofessional, and paraprofessional librarians at the state, regional, and local levels in the mastery of new skills or in the updating of existing competencies. (Maryland, Virginia, and Kentucky were served this fiscal year.)

STATE LEVEL

State library staff identified training needs and developed a state training design with the help of a state appointed advisory committee, regional library staff, and the AAEC. The state guided the implementation of the training design. State staff development personnel acted as liaison between the AAEC and the state librarian and received on-the-job training in the planning process of expanding library services to disadvantaged adults.

REGIONAL LEVEL

Regional library personnel were involved in the identification of training needs and in the development of the state training design. Regional staff also supported the AAEC and state liaison person in awareness and interest level activities provided to local librarians about the training institutes. The AAEC held an awareness level workshop for state and regional library staffs to outline the purpose, mechanics, and content of the training institutes.

OBJECTIVES

Staff members will be able to:

a. *define accurately and realistically the library needs and resources of disadvantaged adults in their communities.* The demographic profiles and the first day of the two-day planning sessions served this purpose.

b. *evidence a sensitivity to the problems of the disadvantaged adult library users.*

c. *formulate plans for developing outreach and in-library programs and services in keeping with local, financial, staff, and other resources and constraints.* Objectives b and c were evidenced by the work statements designed by each library staff.

d. *begin the implementation of those plans.* The end-of-year reports evidenced this objective. Because of the short lapse of time between the community planning sessions and the end of year report, some library staffs do not yet have much to report. However, a follow-up study of the 1973-74 and 1974-75 institutes in sixty-three communities provided more evidence of implementation and impact.

SUBOBJECTIVES

1. *To develop the use of and referral to community resources.* Wherever feasible, this was one of the objectives in each work statement.
2. *To initiate and to maintain a dialogue with the teachers of disadvantaged adults, i.e., the local adult education staff.* Wherever feasible, coordination of the public library and adult education was an objective in each work statement.
3. *To evidence an ability to adjust procedures if original plans do not prove feasible.* This is evidenced in the end-of-year reports. It reveals resolve on the part of the library staff to serve this clientele even if first-laid plans do not prove feasible.
4. *To demonstrate a knowledge of those available print and nonprint materials for disadvantaged adults, which may differ from materials presently in use in service to adults.* This was usually the first—and easiest—objective to plan and to implement.
5. *To develop an ongoing state-university-local level organization for training public librarians.* This objective of three years cannot really be said to have been accomplished in any of the ten states which had AAEC library institutes, with the possible

exception of Kentucky in its second year. Ohio universities and the Univeristy of Maryland have been interested and helpful, but it would be an exaggeration to assert that a state library-university-local trainer organization for the in-service training of librarians has been inaugurated.

AAEC DEVELOPMENT—A BRIEF CHRONOLOGY

In 1967, in its first phase, the AAEC was concerned about the functional literacy of adults (adult basic education or ABE). At that time, functional literacy was considered less than eighth grade skills as measured on a common standardized test. Many people still believe this an accurate measure of functional literacy. However, the term functional indicates usefulness. The Adult Performance Level Study at the University of Texas has found that twenty percent of the adults in the United States cannot comprehend, i.e., they cannot function in relation to the print they meet in everyday life.[1]

The AAEC settled on the tested tenth grade level as nearer functional literacy. The AAEC believes that the readability of noncollegiate, everyday print is closer to the tenth grade reading level than to the fifth or eighth grade levels. (It should be noted that most people test at least two grades lower in reading than their last year of schooling. Years of schooling should never be used in judging functioning levels.)

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[1] The Adult Performance Level Study (Austin: Division of Extension, University of Texas, 1975)

The AAEC, therefore, in its second phase, changed its focus from ABE to ABE/GED. The GED is the high school equivalency examination. It is primarily a critical reading test with the addition of grammar and computation. It tests high school level skills, not content. The AAEC data indicates that persons generally require a 10 to 10.5 reading level for a sure pass on the GED (the level at which twenty percent of graduating high school seniors fail the GED).

However, during its second phase the AAEC did a long-range follow-up study of the ABE/GED participants to ascertain the impact of their education on their lives and on their children's lives. It was found that, generally speaking, the graduates were not using their skills and were losing them. Whatever had brought them to ABE/GED, e.g., filling out applications, still brought a responsive use of skills. But their skills had not generalized to other parts of their lives as expected. Their lifelong patterns of relying upon their ears and a few trusted others for information still persisted.

At this point the AAEC entered its third phase, becoming a proponent of teaching of the application of the adults developing skills to their everyday individual problem-solving as a necessary component of teaching the development of skills. In its third phase the AAEC began to develop two priorities which have grown stronger with exploration: (1) the development of the concept of and instruction in coping skills; and (2) the necessary interagency liaisons to accomplish number (1).

The major categories or content of the coping skills in the AAEC view are *aging, children, community, education, family, free time, health, home, jobs, law and government, money management, moving, religion, self and others, and transportation.*

The coping skills are seen by the AAEC to be:

1. defining one's problems
2. recognizing information need
3. finding the information
4. comprehending the information
5. judging the information
6. using the information

During the third phase, the AAEC studied in depth the coordination of the services of two agencies: public school adult basic education and public library services to undereducated adults. From that work came a realization that the public libraries of this country are much underutilized, particularly in services to the disadvantaged. The possibilities are endless—not only in terms of print that is or could be available, but in terms of modified outreach services, nonprint, programing, and much, much more.

During its fourth phase, the AAEC developed the planning format described below. The original intent was simply to provide nonformal continuing education for full library staffs for the purpose of expanding public library services to undereducated adults. However, it was discovered that the methodology devised can stand alone—it can be used to upgrade other kinds of public service staffs and to introduce new programs.

Therefore, the AAEC projected a fifth phase. Work with seventy-seven library systems in widely divergent communities has made the AAEC sharply aware of the information needs of individuals both in terms of (a) public information and referral centers (the dependency model), and (b) their own growth of information seeking/finding skills (the independency model).

Therefore, the AAEC developed three proposals:

1. An HEA IIB demonstration project for rural and small town I & R (the dependency model) through public libraries. This was seen as a sister project to the NIC five cities I & R project.
2. A Fund for the Improvement of Postsecondary Education proposal to develop curricula for adults in independent information seeking/finding (the independency model).
3. A Career Education Project to field test, for statewide demonstration purposes, a new comprehensive career development program.

All of the AAEC's experimental work has been accomplished in the thirteen states from New York to Mississippi which contain Appalachian counties, though not necessarily within these counties. However, the AAEC has engaged in technical assistance across the continent and across the world, so it has a great diversity of experiences to draw upon. The urgency of the needs to teach information-finding, to improve existing information and referral services, and to begin new ones is reinforced wherever we go.

The needs of the general public for enchanced information seeking/finding skills are exacerbated by any variation from the norm—extreme age or youth, physical or mental handicaps, and geographic or social isolation, and particularly economic or educational poverty. The fewer alternatives life deals one, the more those lacks press upon every area of one's life. Physical, mental, or financial limitations are not evils in themselves. It is the closed doors—the limiting of options and alternatives—that make them bad.

Librarians have widened the options of disadvantaged adults in almost all of the seventy-seven communities with which the AAEC has worked in the last three years. Most of the seventy-seven library staffs have not only designed and implemented many alternative services to fit the needs of different adults, but they have increased the general options in the lives of their new patrons through the new kinds of coping skills information they have made available.

PROCEDURES

APPROACH—PLAN OF ACTION

This approach was proposed in view of the following problems the AAEC has found with short-term institutes and in-service training designs in eight years of conducting various forms of continuing professional education.

INSTITUTES

1. Short-term institutes do not allow time for two known facets of adult learning: a readiness period and sufficient reinforcement of learning. One skill can be learned thoroughly in a short time, but whoever needed only one skill?
2. Institutes tend to draw only one representative from a given staff. That staff member must go back and convince all the rest of the staff that his newly learned skills are the appropriate ones to apply to the local situation.
3. Since only one representative comes from each staff, only generalized solutions can be offered by the institute to specific problems. These generalized solutions may not fit local situations.

IN-SERVICE TRAINING

1. In-service training is all too often a pooling of ignorance. Exemplary practice cannot be demonstrated.
2. Usually local financial constraints do not allow for the engagement of qualified consultants.

In at least a partial response to these problems, the AAEC has evolved the following training design.

STATE LEVEL INVOLVEMENT

The first step was to enlist the active support of the state library and of the state level adult education department. In 1975-76, the state libraries were continuously involved in the AAEC dissemination-institute library series for the expansion of public library services to disadvantaged adults. A summary of this involvement is found in the following Chart 1.

Kentucky

Edna Milliken of the state library worked very closely with the Kentucky trainer, Priscilla Gotsick of the AAEC central staff. Travel, materials, and one half salary were provided to the Kentucky sites through a grant to the AAEC from the state library.

Maryland

Elliot Shelkrot of the state library with other staff members and the state department of adult education staff selected the initial sites, recruited them, did extensive contact work with them, and attended three out of the five planning sessions. He

CHART 1

STATE LEVEL INVOLVEMENT

					SITE SELECTION			
STATE	ORIENTATION STATE LEVEL	STATE PLANNING CONFERENCE	REGIONAL PROJECT OFFICER	AAEC	LIBRARY	ADULT EDUCATION	LIBRARY AND ADULT EDUCATION	SELF-SELECTION
AL	X	X	X				X	X
KY	X	X	X				X	X
	X	X		X	X			
SC	X	X	X			X		X
WV	X	X	X		X			X
GA	X	X	X				X	X
MS	X	X	X		X			
OH	X	X	X		X			
TN	X	X	X				X	X
MD	X	X					X	
VA	X	X					X	

left the state library after the third planning session. Of the two remaining planning sessions, Stella Loeffler and Bill Streamer attended one session. The Maryland Division of Library Development and Services provided active support and endorcement of AAEC activities in Maryland.

Virginia

The Virginia State Library area consultants recruited institute sites. Donna Brown, consultant for Western Virginia, proved very supportive. Four of the six planning sessions were held in her area.

AWARENESS SESSIONS

It wad discovered that, in many cases, an on-site awareness level session with the head librarian, the board of trustees, and the local director of adult education was needed before the actual planning session. In an awareness session, the trainer or a state library representative describes the services. Some initial planning is done. The AAEC resisted these advance meetings for a long time. It was feared that the library policy makers would get locked into a few ideas based upon that state's demonstration project—which might not fit local needs. It was believed that the initial planning should be in the open community meeting. However, to prevent inflated or otherwise erroneous expectations of the AAEC services on the part of the local libraries, the preliminary awareness level meeting has been instituted for almost every site in 1974-75 and 1975-76.

In Kentucky, Priscilla Gotsick conducted awareness sessions prior to the three planning sessions. In Virginia, two awareness sessions were held. Susan Schmidt conducted two regional awareness sessions and met with all the sites once again before each planning session in Maryland.

LETTER OF AGREEMENT

In addition to the above preparations, each site was required to sign a letter of agreement with the AAEC stating that the library was indeed interested in expanding its services to disadvantaged adults and that it was interested in engaging its whole staff and all of its trustees in this effort. This letter is nonbinding, but ensured that the policy makers of the library were privy to the decision to participate in the institute-dissemination series and (hopefully) understood the AAEC series. The letter of agreement was signed by the head librarian and the head of the local board of trustees. The need for this letter was brought home early in the development of the series when it became clear that enthusiastic bookmobile and extension librarians were prepared to commit their libraries to the series.

No matter how often the AAEC and state library representatives explained the extent of the proferred services orally and in print, however, a few sites evidenced expectations outside of the scope of the series. The outstanding example of conflicting expectations among the seventy-seven sites was the community planning session in Akron, Ohio, which can only be described as a fiasco.

A DEMOGRAPHIC COMMUNITY PROFILE

Next, the head librarian is asked to prepare a short paper and pencil demographic profile of his/her service area. (See the AAEC *Library Service Guide* on planning.) The trainer and/or a state library representative also prepares one independently of the local library. This step was found necessary because local staffs (both library and other public services) often proved to be woefully uninformed about the statistics of their service area. The development of the demographic profile proved to be a good occasion for the local head librarian to get acquainted with the local director of adult education, if one existed and they were not already acquainted. Usually the local ABE/GED director had some of the statistics the librarian was looking for. Having the trainer also develop the demographic profile served two purposes: (1) the trainer did not go into a community totally uninformed; and (2) it gave a check and a supplement to local figures. In some libraries where there were no professional librarians, this exercise was very threatening—in fact a few nonprofessional head librarians refused to do it. It is interesting to note that in 1973-74, 1974-75, and 1975-76, the local librarians tended to understate the intensity of the problem of undereducation, poverty, and unemployment as revealed in the 1970 census and more recent figures. In no case did the local figures paint a more dismal picture than the trainer's and/or state library's figures, but in many cases the opposite was true. Whether this consistent underestimation of the severity of the local problems of undereducation and poverty comes about through local pride and unwillingness to face the severity of the local problems, or through some other cause can only be speculated upon.

The AAEC Library Institute Series was developed to guide, support, and train public library staff in the expansion of library services to disadvantaged adults. Demographic data gathered by each of the seventy-seven libraries in the ten states involved in the institute series indicated that all of the communities involved in the project had undereducated adults who needed specialized services to meet their service and information needs. On the average, 56 percent of the adults over 25 years of age in the service areas of libraries participating in the institute series had less than a high school education. In addition, 25 percent of the adults over 25 years of age within these communities had less than an eighth grade education. Twenty-one percent of the potential clientele in the seventy-seven communities had incomes below the poverty index.

Seventy-seven percent of the population residing in the communities with libraries participating in the institute series were white, with 22 percent being black, and 1 percent listed as other.

The majority of libraries participating in the series served rural areas (57 percent) with 22 percent listed as serving urban (over 100,000 population) areas, while 21 percent service communities with both rural and urban characteristics. The predominance of rural sites may be accounted for in two ways:

1. The population characteristics of the Appalachian states involved in the institute series are predominantly rural.
2. The sites selected by state personnel for on-site non-formal training were rural sites.

The demographic data indicates the AAEC institute series has succeeded in bringing non-formal training in the expansion of library services to communities needing specialized services for disadvantaged adults. The estimated potential number of adults without a high school education in the service areas of those libraries participating in the series is 2,400,000. Chart 2 summarizes the demographic data of the institute states.

CHART 2

DEMOGRAPHIC DATA

STATE	EDUCATION (% LESS THAN) 8th	12th	ECONOMIC (% LESS THAN POVERTY LEVEL)	RACE W	B	OTHER	URBAN	RURAL	UR	ADULTS OVER 16 WITH LESS THAN 12th GRADE ED.	TOTAL POPULATION
ALABAMA	30	54	27	63	37		3	2	2	119,691	330,823
GEORGIA	19	49	29	63	35	2	1	4		174,957	532,920
KENTUCKY	28	63	23	96	4		3	9	4	206,194	488,496
MARYLAND	24	51	11	70	26	4	1	4		115,550	338,163
MISSISSIPPI	34	65	38	43	57			4	2	114,054	261,892
OHIO	5	49	10	92	6	2	2	2	3	731,997	2,229,658
SOUTH CAROLINA	34	66	19	78	21	1		3	3	172,504	390,104
TENNESSEE	23	61	20	90	10		1	6	2	363,818	890,184
VIRGINIA	35	67	18	76	23	1	3	3		173,037	358,469
WEST VIRGINIA	15	60	14	96	4		3	7		249,816	621,433
TOTAL	25%	56%	21%	77%	22%	1%	22%	57%	21%	2,421,618	6,422,169

CLIENT PARTICIPATION

A step missing in the 1973-74 series—which was brought to light forcefully in the 1974 Cincinnati AAEC advisory board meeting—was communication between the library staff (particularly the head librarian) and disadvantaged adults about their needs and desires in terms of library services. A few librarians had accomplished this as a matter of course in their work. Others had not, did not, and were not asked to by the AAEC during 1973-74. This became a requirement in 1974-75 and 1975-76. However, library staffs weren't very conscientious about doing it. The result was that plans were often laid about and for disadvantaged adults rather than with them—which can only continue a dependency pattern in absolute contradiction to the objectives of the AAEC projects.

THE TWO-DAY PLANNING SESSION

The most prominent activity of the AAEC consists of a two-day community planning session. The head librarian is asked to mount this session. The AAEC suggests people (job roles) from the community who perhaps should be invited and urged to attend. (See the AAEC Library Service Guide on planning for suggestions for rural and for urban community personnel to be involved in two-day planning session.) These lists, which have been revised with experience, were lacking at first. It will be noted that ABE students and graduates are suggested attendees. A further, needed modification in the two-day planning structure that needs to be made is to urge other agencies to bring their clients to the two-day planning meeting so that the clients themselves can be involved in the plans of the advice to the library.

Participants

Invitations to participate are made in different ways. As was mentioned above, the AAEC believes all of the library staff and trustees, library system-wide, must be involved in the two-day planning session as much as other duties allow. This is basic to the AAEC design. As a matter of fact, an early warning system has been defined by the AAEC based upon this requirement. It has been the experience of the AAEC that if the head librarian is resistant to involving the trustees, there will generally be problems at the site—either lack of commitment to services to the disadvantaged (despite the request to the AAEC for training), internal staff dissension, or other troubles too numerous to name. There isn't much the trainer can do about it, however, except to make a very strong case for trustee involvement and to be alerted and sensitive to group dynamics.

Community participants are usually first invited by letter with a telephone back-up call in many cases. In one library, the trustees split up the list of invitees and each called a group. The meeting is not considered totally successful by the AAEC, regardless of its results, if a wide range of community agencies are not represented at it. Their imput and the development in their minds of a new role for the public library are too important.

The following chart summarizes the kinds of participants involved in the seventy-seven two-day planning sessions.

State	Sites	Systems	Library	Agency	Adult Education	Total
AL	7	10	90	48	32	170
GA	5	15	72	107	27	206
KY	16	37	124	111	22	257
MD	5	6	70	103	14	187
MS	6	30	89	134	12	235
OH	7	11	206	108	45	359
SC	6	6	43	11	12	66
TN	9	26	129	146	37	312
VA	6	10	52	52	17	121
WV	10	24	61	22	10	93
TOTAL	77	175	936*	842	228**	2006

*178 library staff, 68 state library, 108 trustees, 12 library science students

**186 local ABE, 33 state ABE, 9 higher education

CHART 3

PLANNING SESSION PARTICIPANTS

Trainers

The two-day planning meetings were chaired by an AAEC trainer or central staff member. In each state the central staff member chaired the first planning meeting, assisted the state trainer with the second, and then usually the trainer was on his/her own. It has been found, the in-and-out nature of the trainer can be deleterious. Inflated enthusiasm on the part of the local library staff and community participants can be engendered by the trainer either through positive concern for the target population or through local pride. This excessive enthusiasm can lead to overly ambitious and unrealistic library program plans. Demoralization of the library staff and local library patrons can occur later when these plans cannot come to fruition.

Also, the AAEC has found that services to the disadvantaged can carry a negative emotionalism in some communities which can erupt in a nonproductive fashion in the absense of—or sometimes in spite of—an alert and sensitive technical assistant. On the other hand, since the trainer does not live in the community s/he can sometimes mouth the hard truths or do the necessary probing to air community conflicts which are hindering the expansion of services to disadvantaged adults. The 1973-74 external evaluators mentioned ". . .staff members occasionally insensitive to state and local people concerned with the project." There were times when the staff deliberately appeared insensitive with the philosophy that conflict is not necessarily unhealthy.

Format

The following format was developed for the two-day planning sessions after the first planning sessions in the states.

First Day.

1. Introduction by the head librarian.
2. A brief orientation to the meeting. This includes this format of the meeting.
3. Introduction of all the attendees—names and roles in the community. These introductions continue as new people come into the group during the two days. occasionally the chairperson was presented with a printed list of attendees. While a time-saver, the participants do not get to know each other, nor the chairperson able to connect names and faces so that people could be addressed by name.
4. Brief summary by the chairperson of the AAEC findings and philosophy. Salient facts from this overview are repeated during the course of the meeting as new faces appear.
5. A long review of the needs of the community. This is a general brain-storming and discussion session. The chairperson stays out of it as much as possible. This

is very important. Any solutions particularly suggested by the chairperson at this point seem to be met with hostility. Usually it begins with the head librarian reviewing the figures and information in the demographic profile which is available to all the participants. No ground rules are laid for this session. The chairperson may ask searching questions of the group or of specific agency representatives, e.g., "Does adult education find that they are reaching the true nonreaders?" "Has the welfare list and the unemployment rate changed radically in the last year?" "What specific kinds of problems do your clients relate to you?" Whole-group involvement seems to be essential in both steps 5 and 6 to ensure that participants recognize the startling depth of need and variety of resources.

6. A review of the resources in the community already dealing with the previously identified needs. It is difficult to get the group to put off this step until after needs have been identified. It seems to be the natural tendency of people to say, "This is what I do" before they explain why it should be done. Usually the chairperson briefly interviews or engages the agency representatives in public conversation one at a time to display their services to the group.

7. A review of library services. This acquaints the community with the services that the library is already offering to disadvantaged adults (about which the community is hardly ever well informed) and allows the staff to review their use of the library's financial and staff resources in terms of services to different publics within the community. This review includes a look at a map of the service area and where and when services are available.

8. A list of unmet human needs has been growing as the day progresses. These are not necessarily needs which the library can or should meet. At the end of the day the chairperson reads back the list that the group has identified, asking for feedback about the accuracy of the list and for any additions.

The first day is spent almost entirely at the awareness level. In fact its purpose is to make the community representatives, including the library staff, more aware of and more sensitive to the needs of the community, how the services fit together, and where the slippage is. The day is deliberately brought to a close at the point where no solutions have been offered. The AAEC has found that a break at this point allows people to reassess their positions, to talk with each other, and to make some private decisions about the degree to which they are willing to change. It also allows for additional thinking about community needs. Usually some of the group members talk to people who were not at the meeting and often bring them to the meeting the second day. While efficacious, however, it is not a comfortable breaking point. The AAEC trainers tend to come away disheartened, as do the other members of the group.

Second day. The second day is devoted to in-depth planning of services that the library will develop for disadvantaged adults.

1. AAEC findings are summarized for newcomers, as is the list of community needs defined by the group on the first day.
2. Any new resource people introduce themselves and explain their services in light of the needs described.
3. The service goal concerned with library materials is developed in detail—who will do what and how.
4. The other needs are developed into service goals and specific activities as the group, but most particularly the library staff, decide that the library is the appropriate institution to meet that need. The group is urged to think and plan in terms of public service rather than custody of materials, of community information, outreach services, coordination with adult education, and other service activities beyond the "house of books" image of the library held by traditionalists. The view of the library as a public service institution is new to some.

   Occasionally it is difficult to get the group to stop discussing at an abstract level and get down to the business of laying detailed and realistic plans. (This is where the Akron meeting ground to a stop.) An attempt is made to get all negative staff feelings aired and all internal and external constraints on the table so that the plans truly fit the realities of the local library.

The order that the needs from the first day are taken up for detailed planning on the second day is arrived at by informal negotiation with the group, with occasional urging on the part of the trainer for attempting some particular service if local need seems to make it urgent.

5. At the end of the day the service goals and specific activities that the group have planned are often put up on a flip chart for them to see and to review. Usually the participants are pleased with their efforts although somewhat overwhelmed with the tasks that they have set themselves.

WORK AGREEMENT

After the planning session, the trainer writes up a work statement or agreement based upon the plans of the group the two days. These work agreements list all who attended the session; a brief overview of the problems of the community as defined by the group; and then the service goals with their specific activities and staff knowledge needs that the group had decided upon. Copies of this work agreement go to each person who attended the planning meeting for his/her feedback. It also goes to those invited who could not attend, especially to all of the trustees. Usually at this point the trustees meet to discuss the work agreement, since it often entails policy changes. After this time for feedback, the library staff starts implementing the objectives with the support of the AAEC trainer and usually with state or regional library staff help also. Reference Volune I of this report includes compilations of the participants' evaluations of the individual community planning sessions, fourteen work statements, and the end of the grant period status of the service goals of each F. Y. 1975-76 site.

The work agreements are developed and written with flexibility in mind. The goal is expanded library services to disadvantaged adults, not a wedding with specific techniques. The plans are aimed at the expansion of services that are responsive to patrons' needs. Therefore, methods of tapping patrons' opinions are discussed in the planning session.

EVALUATION OF THE TWO-DAY PLANNING SESSIONS

Each institute participant is urged to complete an evaluation of a two-day planning session questionnaire at the end of the meeting. The results are tabulated by the AAEC trainer and sent to the head librarian and state library liaison. Often participants who are too shy to speak out during the meeting will "tell it like it is" on paper.

Three Year Summary of Evaluation of Two-Day Planning Sessions

The following is the three year summary of the Evaluation of a Two-Day Planning Session. For the most part results varied only slightly from year to year.

The responses to the first question about problems that might prohibit expansion of services were fairly consistant for the three years. Transportation was by far the most severe problem in both urban and rural areas. It is as difficult to navigate crowded urban streets as it is to cross a mountain to get to town to use library services. The problem was also discussed in each planning session.

Most disheartening was the rating given to apathy or lack of motivation on the part of disadvantaged adults. Time and time again AAEC trainers heard the comments: "Those people aren't motivated", "They don't want to help themselves," "They're lazy," or "There is no reason to try anything unless people are motivated." The trainer tried to explain the reasons why people may not be able to use services. Howard McCluskey's concept of power, load, and margin sometimes illustrated this. However, apparently the participants did not see themselves as creating a climate for supporting disadvantaged adults using services.

During the first year, 45 percent of the participants indicated that the AAEC awareness techniques were not providing enough information for the head librarian to pass on to the participants. Awareness level activities were stepped up and more pre-planning information. This percentage dropped to 38 percent the second year and 26 percent the final year.

The questions following number 2 in the Planning Session section show an increased number of no answer responses. It is felt that there are two reasons for the occurance. One, often people can only stay for one day of the planning session. Because the majority of these questions refer to the completed planning, a participant leaving early might not feel equipped to answer. Another reason is that these questions appear on the reverse side of the questionnaire. People were not always aware there was another side of the questionnaire.

The meetings were generally considered to be a useful way to plan appropriate services for disadvantaged adults.

CHART 4

EVALUATION OF TWO-DAY PLANNING SESSION

	F.Y. 1973-74 N=214	F.Y. 1974-75 N=869	F.Y. 1975-76 N=200
COMMUNITY 1. What problems in your community make it difficult to provide library services to disadvantaged adults? (Most frequent problems listed in descending order of frequency.)	transportation	transportation	transportation
	apathy	lack of knowledge of library	apathy
	lack of funds	lack of funds	lack of funds
	lack of staff	unemployment	lack of knowledge about library
	poor reading skills	apathy	poor reading skills
	lack of knowledge of library	lack of communication	secruity problems
	library hours vs. hours working	security problems	lack of staff
	unemployment	race relations	race relations
	lack of communication between library and disadvantaged adults	poor reading skills	lack of knowledge about community services
	political problems	poor self-images of disadvantaged	poor self-image
	security problems	political problems	unemployment
	lack of space	mistrust of library	isolation
	race relations	parking	lack of coordination of services

		F.Y. 1973-74 N=214	F.Y. 1974-75 N=869	F.Y. 1975-76 N=200
2. Do you beleive your library should expand its service to disadvantaged adults?	YES	84%	95%	95%
	NO	7%	1%	1%
	NA	9%	4%	4%
3. Do you believe outreach services are important for your community?	YES	90%	97%	93%
	NO	2%	1%	0%
	NA	8%	2%	7%
PLANNING SESSION				
1. Was the purpose of the planning session clear to you before you attended it?	YES	41%	55%	71%
	NO	45%	38%	26%
	NA	14%	7%	3%
2. Were you aware of the service needs of disadvantaged adults in your community before the planning session?	YES	Not Available	68%	73%
	NO	Not Available	27%	21%
	NA	Not Available	5%	6%
3. Did the planning session stimulate you to plan programs you would not have planned without it?	YES	64%	65%	73%
	NO	16%	13%	9%
	NA	20%	22%	12%

		F.Y. 1973-74 N=214	F.Y. 1974-75 N=869	F.Y. 1975-76 N=200
4. Did the planning session make you more aware of other agencies in your community which provide services to disadvantaged adults?	YES	70%	58%	86%
	NO	14%	7%	7%
	NA	16%	35%	7%
OBJECTIVES				
1. Were the resulting objectives developed in the two-day planning session appropriate to:				
a. the information needs of your community?	YES	76%	75%	80%
	NO	3%	5%	3%
	NA	21%	20%	17%
b. the service needs of the community?	YES	75%	65%	78%
	NO	3%	3%	1%
	NA	22%	32%	21%
2. Are the service objectives developed in the two-day planning session very different from the present services designed for special groups in the community?	YES	31%	24%	31%
	NO	42%	29%	35%
	NA	27%	47%	35%

		F.Y. 1973-74 N=214	F.Y. 1974-75 N=869	F.Y. 1975-76 N=200
3. Did the planning session influence you to set objectives you really do not want?	YES	17%	9%	7%
	NO	65%	63%	66%
	NA	18%	26%	28%

ADDITIONAL COMMENTS (FROM F. Y. 1975-76)

Very productive and interesting. . .This planning session made it possible for those in attendance to share person resources that may aid considerably in the performance of agency functions. . .Each community offers many services, what is needed is the coordination and information sharing like what has been discussed for the past two days. . .Cooperation between agencies and public libraries will benefit the entire community. . .Very good conference, helpful. . .Thank you for your guidance in solving our most immediate problems of communication, publicity, and referral services. You've gotten us started--keep giving us a prod!. . .I think Miss Schmidt is very helpful, she had good practical ideas that aren't idealistic but are possible to carry out. . .Enjoyed the informal atmosphere, learned about agencies that I wasn't aware of before the session, made me more conscience of the fact that we do need to concentrate on the disadvantaged. . .The area we serve (Scott County) is so wide spread and sparsely populated it is difficult to reach groups. . .This seems to be an excellent beginning! More coordination is definitely needed (services) as well as information services available. There is a very definite need for simplication of pertinent information, fewer words and more concrete directions. . .The combination, cooperation, and coordination of public library services with other agencies should be continued and encouraged. . .This workshop provided an initial contact between the library system and our agency which might lead to future collaboration in limited ways. While the overall purposes of the two organizations are not the same, there is probably some overlap in the area of providing accurate information and a variety of viewpoints concerning family life and interpersonal relationships. This mutual interest may have some potential, although I am not sure how this would apply specifically to disadvantaged adults. . .I think that possibly the bookmobile service should be extended to reach more areas of Roanoke especially to inner city youngsters during the summer months. It's a good idea to have this service in Hurt Park but this should be extended to the London area also. Maybe it could be placed at the London "Park" across from London Christian Church. There are lots of youngsters in this area who just "hang around" and a bookmobile may stimulate them to read, also parent response would probably be good. I am willing to help in any way possible to make books available to these kids. . .Would the library (the public or county) be an "activator" service to gather together (quarterly) community agencies, groups, and representatives at a meeting to pursue various ways these people can link together to deliver (better, new, different) services to disadvantaged adults? Undoubtedly library personnel will not always be a

ADDITIONAL COMMENTS (Cont.)

part of the answer directly, however, the library would have meeting space, visual aids, bibliographies, etc. all rationale for being involved. . . I appreciate this meeting so much because of information gained. I have learned how to meet the needs of my adults much more adequately because of learning of services available. . .The meeting was helpful, making me better acquainted with the county, its agencies, and its needs. Miss Schmidt was very helpful and has a good manner in leading the group and letting everyone be included. Wider participation would have made the meeting more helpful, but there was good input in the session. . .This has been an excellent beginning which can lead to better coordination of services offered. The discussion and exchange of ideas was advantageous. . .Not "directly" related to services provided by Vocational Rehabilitation. Very interesting, however, in giving me an awareness of other resources available within Campbell County and in helping to realize this availability in developing a total rehabilitation program for clients served by Vocational Rehabilitation. . .I am sorry I was unable to attend much more than an hour of the session but from the hour it seems to be the planning session is a move in the right direction to accomplish expanded services to disadvantaged adults. . .Very good session. Please sponsor more of these type seminars. . .The meeting stimulated interest that will probably be constructively used. . .I was fully aware of all of these problems, because I was a community organizer for four years. . .I attended this workshop for one day only--and really enjoyed it. I learned a lot and I also got a chance to explain some of my ideas. . .I thoroughly enjoyed the meeting and learned much about community agencies and organizations and the services they render. I feel that educating the people in Calvert is the most important objective established at the sessions, and I was pleased with the library's intended participating role in accomplishing this objective, since being educated enough to cope with life's problems is a necessity today. I hope these tentative objectives are followed up. . . I enjoyed the meeting and would like to see the objectives work. . .I found the objectives are realistic. My main hope is for the agencies to bury the hatchet so that they may cooperate. There still is too much interagency rivalry going on. . . I feel that this has been a very productive workshop. I hope that everyone follows thru with their interest. I only wish this could have happened in our other two counties. There has always been such a competition and rivalry among the various agencies. I would also like to see a Calvert County Literacy Council developed from the objective of the Lauback Workshop. . .I think the planning sessions were very useful in terms of informing people of the services available. I think that it would have been more beneficial to have more input in planning objectives. These objectives were developed at the time when the least number of individuals and agency representatives were present. I think that an attempt should have been made to have more people present so that plans and commitments could have been more definite. . .I think this particular session should have had a tighter agenda control. I think more could've been accomplished if the main participants had discussed or consulted, agreed, etc. on some of the fine (?) points beforehand so that the focus of the group could've been more concentrated on certain points, i.e., objectives listing. . .I visited the planning session for a short while as a student from the U of M Library School enrolled in a course on library services to the disadvantaged. I would with families through the children so some of this information is applicable to our programs. I'd like a bibliogrpahy of high interest, low skill material. . .I think the library should have broad-based publicity programs designed to reach non-users of all types; any programs to bring people into the library who can benefit from library services is a good thing. But I am more or less opposed to a program designed to reach the disadvantaged alone, if it is not part of a broader program. . .It seems to me that the East End Branch, while being a model program, will need the full support and cooperation of the main library as well as additional work within the main library to meet these needs of the disadvantaged. . .Enjoyed the session I attended and learned of several service agencies I was previously unaware existed. The libraries can serve as excellent communication centers, but I do not feel they should serve as primary planners. . .The session was very exciting and alerted me to many problems and sources of information I did not know were available. The simple act of meeting and listening to the various individuals will certainly prove useful. . .Enjoyable

ADDITIONAL COMMENTS (Cont.)

experience. I am quite interested in disadvantaged adults as future plans include special education—learning disabled adults. Reaching and educating the community both "socially" and educationally is a "big job" which will take a lot of time. I do suggest that the people of the community be the ones directly involved. . .We look forward to the work statement, enjoyed participating. . .Very informative workshop--need more workshops of this sort in the community in order that different agencies in the community offering services can work closer together. . .Very useful in stimulating cooperation between agencies and libraries inlarging the actual plans for cooperative programs. It was too bad that more agencies did not come to the meeting and it was too bad there was not enough time to work out all the plans mentioned. Mrs. Gotsick's ability to draw upon her extensive background in this area and her ability to relate this background to the immediate problems and goals at hand made it one of the most valuable workshops I have attended in a long time. . .Very informative. . .The session was very useful. It gave us many new ideas and objectives. I met people that I did not know from the state library. . .The session was a fun session also. We did not agree on everything but we agreed on many things. . .Need more of these cooperative planning sessions. . . Suggest some conducted as intensive one-day session. . .Bringing these objectives together is a difference. . . This meeting provided an opportunity to meet other people from different agencies and learn more about other services for disadvantaged people. . .Meeting was conducted in a informal and interesting manner and provided an opportunity for people with mutual interests to get acquainted. . .

(This is a representative sample of comments from the two-day planning sessions. Comments were too numerous to mention all.)

FOLLOW-UP: INFORMATION AND SKILLS SUPPLIED

The last component of the AAEC dissemination-institute series involves the follow-up or supportive activities after the two-day planning sessions. Limited AAEC staff has sapped the strength of these activities. State library personnel have been able to help in some states.

Theoretically, all library staff members at each site were to be contacted with materials, consultants, and field trips to a relevant demonstration or other sites. In reality a large part of the post community planning session contacts with the local library are made to the head librarian in the small libraries and perhaps also to the extension and/or bookmobile librarians in the larger libraries. Also, there has been a very heavy reliance on print to fill the knowledge needs of the librarians about how to implement their plans.

The follow-up training for the three years consisted of: additional contact by AAEC personnel 73 contacts by telephone and letter, contact by state trainers, contact by special consultants, and visitations to exemplary sites.

The Tennessee trainer, Norma Richey, probably provided the most in-depth follow-up training, including workshops for training volunteers at two sites.

RESULTS

SITE FOLLOW-UP EVALUATION

Sixty-three sites from F. Y. 1973-74 and 1974-75 were contacted by mail and asked to report on the status of their objectives. They were asked to: DESCRIBE CURRENT STATUS OF OBJECTIVE AND DESCRIBE FUTURE PLANS FOR THIS OBJECTIVE for each objective. Furthermore, each head librarian was asked to generalize and: PLEASE DESCRIBE SIGNIFICANT IMPACT ON YOUR LIBRARY AND/OR COMMUNITY FROM THIS PROGRAM.

Of the sixty-three libraries contacted by mail and some by telephone, forty-nine or 78 percent responded from Alabama, Georgia, Kentucky, Mississippi, Ohio, South Carolina, Tennessee, and West Virginia. All sites contacted reported from Alabama, Mississippi, Ohio, and Tennessee; all but one site from Georgia and South Carolina. Seven out of sixteen sites reported back in Kentucky (two years). In West Virginia four out of ten sites responded.

Overall, 52 percent of the objectives undertaken were still being continued in some way.

This information from the follow-up evaluation was analyzed in three ways by: objective topic, number of objectives, and impact.

ANALYSIS BY OBJECTIVE CATEGORY

All work statements from F. Y. 1973-76 were reviewed in order to determine general topic areas. Certain subjects soon became apparent due to an effort to follow the subobjectives of the proposal. The objectives were divided into the following areas:

1. Library/ABE coordination includes joint in-service meetings, ABE classes in the library, librarian/class visits, tours of the library for adult students, special bookmobile visits to class sites, special collections of materials, joint recruitment to services, continued dialogue between teachers and librarians, library card registration in classes (27 percent of the objectives).
2. Coping/survival skills materials development includes purchase of materials, development of special collections, identification of needs to acquire, setting up pamphlet files, organizing magazine exchanges, extensive use of paperbacks, developing displays, and interfiling adult and juvenine non-fiction (20 percent of objectives concerned with coping skills).
3. Outreach services includes any innovative "out of the library" activities, special expanded bookmobile services, service to community sites (12 percent of objectives)
4. Information and referral services include development of agency directories, updating of existing directories, development of card files, expanded telephone referral, objectives which support I & R activities (9 percent of objectives).
5. Interagency cooperation includes sponsoring or attending interagency council meeting, cooperative projects with agencies.

6. In-library activities includes staff development and special programs for adults.

7. PR/visibility means concentrated efforts in publicity, advertising new expanded services, where possible radio and TV involvement.

8. Volunteers includes recruitment and training of volunteers to do in-library tasks to free librarian to do outreach, deliver materials to the homebound, conduct magazine drives for magazine exchanges.

9. Books-by-mail is a mail order program usually informal, occasionally includes development of special collection and catalog.

10. Services to special groups means specific objectives to such groups as the elderly young adults or the institutionalized.

After determining what category a particular objective belonged in, the evaluation was read to determine its status. There were four conditions: no action, advanced planning, trial, and continuation or adoption. This was done for each site in each state and then tabulated. The state totals were then tabulated. (See Chart 5.)

Those objectives that showed greatest percentage of continuation were coping/survival skills materials development (77 percent success); in-library activities (61 percent); and information and referral services (58 percent success). The first two categories represent perhaps the most traditional, least threatening and

ANALYSIS BY OBJECTIVE CATEGORY

CHART 5

OBJECTIVE	TOTAL		NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION	
	N	%	N	%	N	%	N	%	N	%
LIBRARY/ABE COORDINATION	78	27%	27	35%	14	18%			37	47%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	60	20%	6	10%	8	13%			46	77%
OUTREACH	34	12%	10	29%	6	18%	5	15%	13	38%
INFORMATION & REFERRAL	26	9%	6	23%	5	19%			15	58%
INTERAGENCY COOPERATION	28	9%	9	32%	3	11%	2	7%	14	50%
IN-LIBRARY ACTIVITIES	18	6%	5	28%	2	11%			11	61%
PR/VISIBILITY	18	6%	3	17%	6	33%	1	6%	8	44%
VOLUNTEERS	11	4%	6	55%	3	27%			2	18%
BOOKS-BY-MAIL	12	4%	6	50%	1	8%			5	42%
SERVICES TO SPECIAL GROUPS	10	3%	5	50%	2	20%	1	10%	2	20%
TOTAL	295	100%	82	28%	50	17%	9	3%	154	52%

easiest to accomplish. It is not surprising to note the high success rate. The high success rate of development of I & R services is surprising. Regardless of the type of I & R developed from the simple directory to full blown information service with card files and outreach components, libraries are re-examining their roles as a provider of information about everyday problems.

Services to special groups and volunteer programs had the lowest continuation rates, 20 percent and 18 percent, respectively. Both objectives require more of a commitment of time and special planning. The following charts show the breakdown by individual states.

CHART 5a

ALABAMA

(7 Sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION N	NO ACTION %	ADVANCED PLANNING N	ADVANCED PLANNING %	TRIAL N	TRIAL %	CONTINUATION N	CONTINUATION %
LIBRARY/ABE COORDINATION	16	6	38%	4	24%			6	38%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	7							7	100%
OUTREACH	1			1	100%				
INFORMATION AND REFERRAL	4	1	25%	1	25%			2	50%
INTERAGENCY COOPERATION	4	2	50%	1	25%			1	25%
IN-LIBRARY ACTIVITIES	2							2	100%
PR/VISIBILITY									
VOLUNTEERS									
BOOKS-BY-MAIL	1							1	100%
SERVICES TO SPECIAL GROUPS	6	3	50%	1	17%			2	33%

CHART 5b

GEORGIA

(4 Sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION	
		N	%	N	%	N	%	N	%
LIBRARY/ABE COORDINATION	9	5	56%	2	22%			2	22%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	5							5	100%
OUTREACH	3	1	33%	1	33%			1	33%
INFORMATION AND REFERRAL	1							1	100%
INTERAGENCY COOPERATION	7	1	14%					6	86%
IN-LIBRARY ACTIVITIES									
PR/VISIBILITY	5			2	40%	1	20%	2	40%
VOLUNTEERS	1	1	100%						
BOOKS-BY-MAIL									
SERVICES TO SPECIAL GROUPS									

CHART 5c

KENTUCKY

(7 Sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION N	NO ACTION %	ADVANCED PLANNING N	ADVANCED PLANNING %	TRIAL N	TRIAL %	CONTINUATION N	CONTINUATION %
LIBRARY/ABE COORDINATION	11	2	18%					9	82%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	10	1	10%	4	40%			5	50%
OUTREACH	8	1	13%	1	13%			6	74%
INFORMATION AND REFERRAL	6	1	17%	2	33%			3	50%
INTERAGENCY COOPERATION	1							1	100%
IN-LIBRARY ACTIVITIES	3							3	100%
PR/VISIBILITY	3	1	33%	1	33%			1	33%
VOLUNTEERS									
BOOKS-BY-MAIL	1	1	100%						
SERVICES TO SPECIAL GROUPS									

Chart 5e

MISSISSIPPI

(6 Sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION N	NO ACTION %	ADVANCED PLANNING N	ADVANCED PLANNING %	TRIAL N	TRIAL %	CONTIN-UATION N	CONTIN-UATION %
LIBRARY/ABE COORDINATION	7	1	14%	3	43%			3	43%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	6	1	17%					5	83%
OUTREACH	4	1	25%	1	25%			2	50%
INFORMATION AND REFERRAL									
INTERAGENCY COOPERATION	4	1	25%	2	50%			1	25%
IN-LIBRARY ACTIVITIES	2							2	100%
PR/VISIBILITY	4	1	25%	1	25%			2	50%
VOLUNTEERS	4	1	25%	1	25%			2	50%
BOOKS-BY-MAIL									
SERVICES TO SPECIAL GROUPS									

Chart 5f

OHIO

(7 sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION		ADVANCED PLANNING		TRIAL		CONTIN-UATION	
		N	%	N	%	N	%	N	%
LIBRARY/ABE COORDINATION	7	6	86%					1	14%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	8			1	13%			7	87%
OUTREACH	4	2	50%			2	50%		
INFORMATION AND REFERRAL	5	1	20%					4	80%
INTERAGENCY COOPERATION	1	1	100%						
IN-LIBRARY ACTIVITIES	5	2	40%					3	60%
PR/VISIBILITY									
VOLUNTEERS	3	2	67%	1	33%				
BOOKS-BY-MAIL	3							3	100%
SERVICES TO SPECIAL GROUPS	3	2	67%	1	33%				

Chart 5g

SOUTH CAROLINA

(6 Sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION	
		N	%	N	%	N	%	N	%
LIBRARY/ABE COORDINATION	7			2	29%			5	71%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	7			1	14%			6	86%
OUTREACH	6	2	33%	1	17%	2	33%	1	17%
INFORMATION AND REFERRAL	5	3	60%					2	40%
INTERAGENCY COOPERATION	2					1	50%	1	50%
IN-LIBRARY ACTIVITIES	2	2	100%						
PR/VISIBILITY	2			1	50%			1	50%
VOLUNTEERS									
BOOKS-BY-MAIL	3	3	100%						
SERVICES TO SPECIAL GROUPS	1					1	100%		

Chart 5h

TENNESSEE

(9 Sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION		ADVANCED PLANNING		TRIAL		CONTIN-UATION	
		N	%	N	%	N	%	N	%
LIBRARY/ABE COORDINATION	14	3	22%	2	14%			9	64%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	8	1	13%	1	12%			6	75%
OUTREACH	4	1	25%	1	25%	1	25%	1	25%
INFORMATION AND REFERRAL	3			1	33%			2	67%
INTERAGENCY COOPERATION	7	2	29%			1	14%	4	57%
IN-LIBRARY ACTIVITIES	1	1	100%						
PR/VISIBILITY	3			1	33%			2	67%
VOLUNTEERS	3	2	67%	1	33%				
BOOKS-BY-MAIL	4	2	50%	1	25%			1	25%
SERVICES TO SPECIAL GROUPS									

Chart 5i

WEST VIRGINIA

(4 Sites)

OBJECTIVE	TOTAL LIBRARIES (N)	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION	
		N	%	N	%	N	%	N	%
LIBRARY/ABE COORDINATION	7	4	57%	1	14%			2	29%
COPING/SURVIVAL SKILLS MATERIALS DEVELOPMENT (APLS)	9	3	33%	1	11%			5	56%
OUTREACH	4	1	25%					3	75%
INFORMATION AND REFERRAL	2			1	50%			1	50%
INTERAGENCY COOPERATION	2	2	100%						
IN-LIBRARY ACTIVITIES	3			2	67%			1	33%
PR/VISIBILITY	1	1	100%						
VOLUNTEERS									
BOOKS-BY-MAIL									
SERVICES TO SPECIAL GROUPS									

Chart 5j shows the kinds of objectives undertaken in Kentucky, Maryland, and Virginia in the F. Y. 1975-76 institute series. Not enough time had elapsed between the planning session and the end of the fiscal year. However, informal communications indicate that the chances for continuation are good.

Chart 5j

OBJECTIVE	KY (3 sites)	MD (5 sites)	VA (6 sites)	TOTAL
Library/ABE Coordination	1	8	7	16
Coping/Survival Skills (APLS)	3	3	6	12
Outreach	2	4	3	9
Information and Referral	9			9
Interagency Cooperation	1	2	5	8
In-Library Activities		2		2
PR/Visibility			4	4
Volunteers				
Books-By-Mail				
Services to Special Groups	1		3	4
TOTAL	17	19	28	64

ANALYSIS BY NUMBER OF OBJECTIVES AND THEIR CHANCES FOR CONTINUATION

Between the 49 sites reporting from F.Y. 1973-74 and F. Y. 1974-75, there were 295 objectives undertaken. Of those 295, 52 percent are being continued, 3 percent have been tried, 17 percent are still viable and in planning stages, while 28 percent have been abandoned. Chart 6 shows this summary with a breakdown state by state.

Five out of the eight states involved show that over 50 percent of the objectives are being continued. The three remaining states show slightly lower adoption rates, from 43 percent to 46 percent. In West Virginia, the rate is 43 percent, the lowest of all states. The trainer was also one of the weakest involved in the project. South Carolina and Ohio each had 46 percent continuation rate. The trainer in South Carolina had practically no state level library support nor was she a librarian.

It is remarkable that she didn't do worse, the no action rate was 29 percent. It is felt that perhaps the expectation of the trainer for Ohio surpassed the capabilities and energy levels of the library staffs. Occasionally a trainer will see a need for expansion and press for it even when the group is not really capable of undertaking it. Rather than argue during the planning session, those unwanted objectives are soon dropped.

Charts 6a through h show a breakdown site by site including any unique features.

CHART 6

ANALYSIS BY NUMBER OF OBJECTIVES AND THEIR CHANCES FOR CONTINUATION

SITES BY STATE	NUMBER OF OBJECTIVES	NO ACTION		NO PLANNING		TRIAL		CONTINUATION/ ADOPTION	
		N	%	N	%	N	%	N	%
ALABAMA (7)	41	12	29%	8	20%			21	51%
GEORGIA (4)	31	8	26%	5	16%	1	3%	17	55%
KENTUCKY (7)	43	7	16%	8	19%			28	65%
MISSISSIPPI (6)	31	6	19%	8	26%			17	55%
OHIO (7)	39	16	41%	3	8%	2	5%	18	46%
SOUTH CAROLINA (5)	35	10	29%	5	14%	4	11%	16	46%
TENNESSEE (9)	47	12	25%	8	17%	2	5%	25	53%
WEST VIRGINIA (4)	28	11	39%	5	18%			12	43%
TOTAL (49)	295	82	28%	50	17%	9	3%	154	52%

Chart 6a

ALABAMA

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION/ ADOPTION		UNIQUE FEATURES
		N	%	N	%	N	%	N	%	
Choctaw County, Butler	8	4	50%					4	50%	ABE aide paid by SDE very helpful, needs cooperation
Wheeler Basin Regional Library, Decatur	3			1	33%			2	67%	Outreach coordinator works with ABE supervisor and teacher
Huntsville Public Library, Huntsville	4			1	25%			3	75%	No rapport as yet with teachers
Liles Memorial Library, Anniston	6	2	33%	3	50%			1	17%	
Washington County Library, Chatom	7	2	29%	3	42%			2	29%	ABE teacher apathetic
Macon County-Tuskegee Library, Tuskegee	5							5	100%	Recently received state funds to help purchase coping skills materials
Friedman Library, Tuscaloosa	8	4	50%					5	50%	
TOTAL	41	12	29%	8	20%			21	51%	

CHART 6b

GEORGIA

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION/ ADOPTION		UNIQUE FEATURES
		N	%	N	%	N	%	N	%	
Brunswick-Glynn County Regional Library, Brunswick	8	1	12.5%	2	25%	1	12.5%	4	50%	New building planned for TV production
Savannah Public Library, Savannah	9	5	56%	2	22%			2	22%	Changed director after planning session
Tri-County Regional Library, Rome	8	1	12.5%					7	87.5%	Family centered activities
Kinchafoone Regional Library, Dawson	6	1	17%	1	17%			4	66%	More interagency cooperation
TOTAL	31	8	26%	5	16%	1	3%	17	55%	

Chart 6c

KENTUCKY

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION/ ADOPTION		UNIQUE FEATURES
		N	%	N	%	N	%	N	%	
Ashland Public Library, Ashland	6	1	17%	1	17%			4	66%	Limited funds
Greenup County Public Library, Greenup	4	4	100%							
Lexington Public Library, Lexington	6			2	33%			4	67%	Planning session not a success, however, AAEC provided support after to help improve LPL services to disadvantaged adults
Owensboro-Daviess County Public Library, Owensboro	3	2	25%	1	13%			5	62%	
*Paul Sawyier Public Library, Frankfort	6			1	17%			5	83%	Developed I & R service jointly funded by library and community action agency, non-profit organization, with board
*Rowan County Public Library, Morehead	5			1	20%			4	80%	
*Withers Memorial Library, Nicholasville	8			2	25%			6	75%	
TOTAL	43	7	16%	8	19%			28	65%	

*F. Y. 1974-75

Chart 6d

MISSISSIPPI

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION/ ADOPTION		UNIQUE FEATURES
		N	%	N	%	N	%	N	%	
Booneville Public Library, Booneville	5			1	20%			4	80%	New building will allow for increased program
Jefferson County Public Library, Fayette	4			2	50%			2	50%	Better awareness and sensitivity between library and community
Carnegie Public Library, Clarkesdale	7	4	57%	2	29%			1	14%	Director resigned, new director will expand outreach program
Holmes County Library System, Durant	5	2	40%					3	60%	Director resigned, temporary director not familiar with objectives
Jackson-Metropolitan Library, Jackson	5			1	20%			4	80%	Increased community
Tunica Public Library, Tunica	5			2	40%			3	60%	Director resigned progress is slow but sure
TOTAL	31	6	19%	8	26%			17	55%	

Chart 7e

OHIO

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION N	NO ACTION %	ADVANCED PLANNING N	ADVANCED PLANNING %	TRIAL N	TRIAL %	CONTINUATION/ ADOPTION N	CONTINUATION/ ADOPTION %	UNIQUE FEATURES
Akron-Summit County Public Library, Akron	1	1	100%							Unsuccessful meeting
Columbus Public Library, Columbus	8	5	62%			1	13%	2	25%	New director after planning session, planning session created sensitivity LSCA
Green County District Library, Xenia	4							4	100%	LSCA grant to strengthen I & R and purchase materials, developed five year plan based on planning session
Wilmington Public Library, Wilmington	7	3	43%					4	57%	CAP provided I & R worker, will write for LSCA grant to complete I & R
Toledo-Lucas County Public Library, Toledo	7	3	43%	1	14%			3	43%	Greatest impact seen in development of I & R services
Washington County Public Library, Marietta	4	1	25%					3	75%	Good relationship developed between staff and ABE students and family
Pike County Library, Waverly	8	3	38%	2	25%	1	12%	2	25%	Severe reduction in staff
TOTAL	39	16	41%	3	8%	2	5%	18	46%	

Chart 6f

SOUTH CAROLINA

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION/ ADOPTION		UNIQUE FEATURES
		N	%	N	%	N	%	N	%	
Horry County Memorial Library, Conway	9	3	33%	2	22%			4	45%	Department of Education gave materials, main focus in on I & R
Pickens County Library, Easley	8	3	37.5%			2	25%	3	37.5%	ABE class meets in library
Anderson County Library, Anderson	6	2	33%			1	17%	3	50%	Expanded hours open to include four evenings a week
Cherokee County Public Library, Gaffney	6	2	33%	1	17%	1	17%	2	37%	Doubled number of bookmobile stops, circulation quadroupled
York County Library, Rock Hill	6			2	33%			4	67%	LSCA grant helped begin programs
TOTAL	35	10	29%	5	14%	4	11%	16	46%	

Chart 6g

TENNESSEE

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION/ ADOPTION		UNIQUE FEATURES
		N	%	N	%	N	%	N	%	
Jackson-Madison County Library, Jackson	6			1	17%			5	83%	Formed Jackson Literacy Council (Laubach)
Crockett Memorial Library, Alamo	5	5	100%							Local leadership not interested , no support
Lawrence County/ Bluegrass Regional Library, Lawrenceburg	5	1	20%					4	80%	Library initiated inter-agency council, developed directory, ABE class in library
E. G. Fischer Public Library, Athens	6			3	50%	1	17%	2	33%	ABE class in library
Stokely Memorial Library, Newport	6	2	33%	1	17%	1	17%	2	33%	No apparent impact, due to apathy
Clinton Public Library, Clinton	5	1	40%					3	60%	ABE teachers and students aware of library
Nashville Public Library, Nashville	2							2	100%	Developed ABE mini project--expanded to include non-English and other branches
Putnam County Public Library, Cookeville	6	1	17%	2	33%			3	50%	No funds available for ABE class in library
Mayne Williams Public Library, Johnson City	6	1	17%	1	17%			4	66%	Interagency council set up by library
TOTAL	47	12	25%	8	17%	2	5%	25	53%	

Chart 6h

WEST VIRGINIA

SITES BY STATE	NUMBER OF OBJECTIVES AND SUBOBJECTIVES	NO ACTION		ADVANCED PLANNING		TRIAL		CONTINUATION/ ADOPTION		UNIQUE FEATURES
		N	%	N	%	N	%	N	%	
Wood County Library, Parkersburg	7	6	86%					1	15%	No money available for extra services
Craft Memorial Library, Bluefield	8	2	25%	4	50%			2	25%	Mini-libraries established in community
Mary H. Weir Public Library, Weirton	7			1	14%			6	86%	Surveyed community information needs. . . developed and printed I & R directory
Mingo County Public Library, Delbarton	6	3	50%					3	50%	Working with vocational school
TOTAL	28	11	39%	5	18%			12	43%	

IMPACT

In addition to supplying the AAEC with a status report on the objectives developed during the two-day planning session, all libraries participating in the AAEC Institute Series since 1973 were asked to describe the impact of the project on their libraries and/or communities. Thirty-seven libraries responded to this request. The majority of these libraries felt the greatest impact of the project, in addition to the actual development of service objectives and activities, was an increased understanding of the information, service, and materials needs of the undereducated and/or disadvantaged adult.

The development of coordination and collaboration between ABE and libraries and other community agencies and organizations was also frequently mentioned as a point of project impact.

Since the major goals of the Institute Series were to: (1) expand library services to disadvantaged adults; and (2) develop coordination between ABE and public library services, the results of this inquiry are most gratifying.

Additional comments on project impact indicate that changes have occured in:

1. Library management
2. Staff attitudes
3. Community support of libraries
4. Information retrieval and distribution from the development of information and referral
5. Library visibility

6. Library circulation
7. Services delivery
8. Use of volunteers
9. Outreach services

A sample of comments on project impact made by the thirty-seven libraries responding to this inquiry follow:

> An awareness of the need to be of service to disadvantaged adults was brought to our attention. . .The major contribution of this project to the Rome and Floyd County Area was to make participating service agencies more aware of each other and of the services being offered in the community. . .Library staff and agencies became aware of the special services current available to the disadvantaged. Obtained suggestions for new programs or extended services such as providing an information and referral center. Library service introduced to the disadvantaged. Library services increased to the disadvantaged. Adult Basic Education classes expanded and coordinated with the library. Adult basic education and the library became more visible. An interagency council begun in conjunction with other agencies. Coping skills material assessed and expanded. . . For myself I can say that it is most rewarding to see the interaction in the room and later when we have our interagency council meetings. There is an awareness of each other that was not there before. You can sense it in the

interchange of conversations. I can see problems being discussed and helpfulness of common interests manifest at each meeting. Some stay on, reluctant to leave when the meeting is adjourned. Coupled with this is a new awareness of the library for each of these people. Some have given us lists of books which they would like to have for their clients to use. These have been purchased and we see the people come for them. The staff has all been concerned for each member of the ABE class and rejoices with each graduate. We are proud of them as is their teacher. . .We do not feel that this program has made any significant impact beyond acquainting a few persons with the services the library offers. It definitely has not reached the disadvantaged adult, nor has it stimulated a desire to learn to read in the non-readers. We had high hopes for this program in the beginning but the results have been so disappointing that we are forced to believe that those who could benefit from it do not wish to do so. We have done everything recommended—we cannot spoon-feed them—but we will still be here to help anyone who cares to be helped. . . Increased awareness of public library usefulness to adults: (1) for class assignments, (2) for individual skills building, (3) as an information source on educational and job opportunities, (4) as a recreational resource, (5) as a general information resource. . .We were able to accomplish great things in this area while the Library-ABE aide was with us—she assumed some of the responsibility and helped write up and carry out the programs. We do know that persons (a few) who never had been in the library before have now been exposed to it and its resources. A few still come to check out books—mainly how to pass the ABE exam or light fiction (Grace L. Hill, Emily Loring love stories, etc.). The classes of ABE students expressed gratitude and pleasure at the time we were working with them—they enjoyed the movies and the library presentations (black history, Martin Luther King, Jr., etc.). We think the program was good for the students and for the library—publicity-wise, if for no other reason! . .As a result of the development of a close working relationship between ABE instructors and the members of the interagency council, the ABE classes were not closed due to lack of funds. They were dangerously close to being closed unitl the instructors made council members aware of the situation. Pressure was applied with publicity given to achievements of ABE classes. . . A few of them are continuing to read for pleasure from the start they made through bookmobile services. . .The library is far more effective referral agency. The cooperation with all other agencies for the disadvantaged is greater. The library is trying much harder and more effectively to serve the disadvantaged adult: buying materials and planning services and working with those who come into the library.

the increased understanding of the people and the possibilities is the most important outcome. . .Not enough people in positions of leadership are interested to push this very worthwhile program off the ground. . .I think that through the institute, community leaders were able to see the library as an agency that could be of significant worth to disadvantaged adults in the area. The impact that has been made on the library is mainly evidenced in the attitude of the library staff. Through the institute, the library staff has been able to make a positive effort toward providing services to disadvantaged adults. Also the staff has been made aware of the problems that must be overcome by a disadvantaged adult in using the library. This new awareness is making for a more helpful, more understanding staff that will continue to work to serve this particular area of the population. . .Workshop increased community awareness and support for libraries for additional funding. . .A few people have received information they might have done without or obtained only with greater effort. Library staff is aware of a public different from the steady library clientele. . .We now have a regular bookmobile stop at a neighborhood center where ABE classes are being taught. We are now in the midst of a fund drive for a new library building. This new facility would offer many new possibilities in the area of adult basic education. . .It has helped the staff to see the need of placing all types of coping skills materials in the library. . .Our circulation is up 120 percent of last years,and we feel much of this increase is because of the new interest these people are developing in bettering themselves through the use of libraries. . .The most significant impact has been the registration of new borrowers. In the past two years, over six thousand new borrowers have registered with the library. . .The materials supplied subsequent to the visit were useful in shaping our thinking and our planning. . .Greater capacity to serve and more opportunity to do so might well sum it up. . .Service to disadvantaged adults in this county has been a mutual awakening. The library and its staff are much more aware of these groups, and serving them has helped us to identify others that can be reached.

CONCLUSIONS

IMPACT

The AAEC institute-dissemination series has taught four main skills areas:

1. Community planning
2. Management by objectives
3. Library services to disadvantaged adults
4. Interagency cooperation

GUIDES

The AAEC has produced a series of Library Service Guides which have been in great demand nationally. In addition, it has produced the multi-media kit, Your Public Library, and other printed products as well.

SERVICES

The series has served seventy-seven communities and 2,006 participants effectively, if not as thoroughly as the AAEC might have wished. The lacks were due to late funding and consequent short staff time.

DEMONSTRATIONS

The series has demonstrated the need for and the usefulness of nontraditional training designs for library training—of continuing education for libraries. Community-based rather than institution-based designs have a higher yield in improved library services in the AAEC view. Higher education seldom even asks, let alone demonstrates.

that the same results are achieved in terms of producing improved public services in specific localities through the means of class room credit or non-credit courses.

INFORMATION EXCHANGE

The AAEC institute-dissemination model allows for the exchange of information.

LIBRARY SERVICES AND ENERGY

The series has also pinpointed a growing community/library problem. The whole question of the relationship between the growing energy problem and the delivery of library services to disadvantaged adults must be faced squarely. It is a very simple economic fact that the poor cannot spend precious dollars on gas or other expensive transportation to get to library services—even if the services are available when people are free of other obligations so that they can use them.

To save energy yet allow for library usage, some or all of the following need to be undertaken:

1. maintain evening hours at the expense of morning hours if heat and lights are a problem;
2. books-by-mail;
3. telephone requests and referral (for those who have phones);
4. more bookmobiles with longer stationary periods;
5. more branches and store fronts;
6. deposit collections articulated with local trained volunteer "librarians" (not dumping collections) regularly serviced by a library van.

BARRIERS TO INTERAGENCY COLLABORATION

During all its work with libraries and other agencies, the AAEC has noted the barriers to cooperation. These barriers are summarized in the executive summary and discussed in detail in Appendix A, an article soon to be published.

ANSWERS TO OLLR QUESTIONS—INCLUDING STRENGTHS AND WEAKNESSES

WHAT WERE THE PHYSICAL FACILITIES OF THE INSTITUTE-DISSEMINATION SERIES LIKE?

One point that should be made is that the AAEC institute-dissemination techniques can be applied to any size library, urban or rural. All ages and conditions of libraries took part in the series, from library services limited to a trailer truck with no permanent facilities, to a brand new library. The physical characteristics of the library have little bearing on the success of the institute.

In developing services to disadvantaged adults, physical facilities do not seem to be as important as outreach services. However, sometimes a plush new library with a wide expanse of carpet to traverse may prove so disconcerting to an individual without much self-esteem that s/he may turn away. Unfortunately, too many of the undereducated adults of our country lack self-esteem. In such cases a new facility may be a handicap. This handicap can be overcome easily, however, if library staff makes a practice of moving about the library to greet patrons. Staying behind the circulation desk may be seen as forbidding.

For the needs of the community planning session component of the institute-dissemination series, the most important physical facilities seem to be a large room with good acoustics which can be arranged in seminar style, or at least in a circle so that everybody can both hear and see everybody else. In the smaller libraries where this is impossible, concentric circles seem to serve best. It is better, too, if the facility is fairly centrally located to most of the invitees' jobs, since they generally must take time off from their duties and do not wish to compound that with travel time.

WHAT WAS THE RATIO OF FULL-TIME TO PART-TIME STAFF DEVOTED TO THE AAEC INSTITUTE-DISSEMINATION SERIES?

The Local Project Director's Role

Because of the nature of the AAEC funding and administration, it is almost impossible to say who works full-time on what functions. Two state trainers and three central AAEC trainers worked more than full-time; however, parts of their salaries can from different sources.

WERE "NEW" MATERIALS USED, PARTICULARLY NONPRINT, AUDIO-VISUAL, OR COMPUTER BASED?

Nonprint—Useful But Expensive

Other than the Your Public Library kit described in the 1974 report, very little nonprint was used in the institute-dissemination series (except an occasional film). There was a reason for this. The AAEC has found that most public libraries (Perhaps all of those with which the AAEC has had close contact) are underfunded to serve even the advantaged clientele that they are presently serving, which is generally between ten and thirty percent of the population in their service area. They want and need to expand their services to new publics. Nonprint materials are expensive.

Greater numbers of patrons can be served with print than with nonprint for a given amount of money.

In addition, a 309 study with which the AAEC was involved found that only a small proportion of disadvantaged adults can learn from unsupported television—unsupported by human contact, at least by telephone. People—friendly staff members—seem to be more important to good services to undereducated adults than does the form of materials. The AAEC takes the position that it should demonstrate the most realistic methods possible, or its methods will not be implemented. In some of the rural libraries with which the AAEC has worked, there is not even enough money for a cassette player, let alone a video tape recorder. (Another rural site has been able to obtain and to use admirably a VTR, however.)

On a theoretical basis the AAEC believes that nonprint has the greatest usefulness and appeal to undereducated adults since it speaks to their ears—their current source of information—rather than to their imperfect reading skills. However, it is better to have service than not to have service, and to demonstrate and strongly recommend an unreasonably expensive service is to end up with no service at all. Therefore, the AAEC does as it knows can be done in local libraries and relies heavily on orality and print.

WHAT DID THE ENROLLEES SAY WERE THE MOST SIGNIFICANT THINGS THAT HAPPENED TO THEM DURING THE INSTITUTE?

Enrollees had varying reactions to the institute and its effects on their attitudes and their work. The reactions heard most often, however, were: (1) *increased awareness of library services*; and (2) *increased awareness of the services of other community agencies*.

See the Evaluation of Two-Day Planning Session tabulation (Chart 4) for written comments from enrollees of the two-day planning sessions.

HOW EFFECTIVE WERE THE FIELD TRIPS AND PRACTICA?

Not very. In fact, the AAEC's original belief in the efficacy of on-the-job training has been validated at the seventy-seven sites. The management-by-objectives approach with information and support to the entire staff has accomplished the goal of all training of librarians—better library services. Furthermore, the AAEC design has allowed the growth of services without using the library clientele as guinea pigs as the straight practicum approach seems to do. The library staff in training are being paid, are working at their regular jobs, with their own patrons, so there tends to be less "I'll try this out on you" kinds of behavior.

This is not to rule out field trips or practica. It is strongly recommended that librarians visit other sites. Under some circumstances field trips are highly defensible methods of providing trail-level training. However, they are expensive, and since on-the-job whole-staff training seems to bear a large return and is less expensive, it would seem, where feasible, to be the more rational alternative for preparing librarians to meet the need of special publics. However, seeing something and touching people and things may be the only way to change some attitudes.

WHAT METHODS WERE DEVELOPED FOR PARTICIPANT COMMUNICATION WITH THE DIRECTOR AND STAFF DURING THE INSTITUTE? HOW EFFECTIVE WERE THEY?

The AAEC Director's Role

Few of the library-related participants had direct communication with the director. The role of the director in this institute-dissemination series was not seen as that of teacher, but of trainer of trainers. The AAEC considers it much more useful to develop in-state on-going resource people than to center all attention on the AAEC staff, which is only available during the grant period.

Contact was through print, nonprint, and personal contact. Almost all communications in the institutes were local in nature, particularly with the community participants. For specific problem-solving, however, two AAEC central staff members occasionally had direct contact with the library staff members from the local sites.

WHAT DOES THE AAEC BELIEVE WERE THE MOST SIGNIFICANT OUTCOMES OF ITS INSTITUTE-DISSEMINATION SERIES?

Results

1. The exposure of other communities attempting services to disadvantaged adults—which took some of the uniqueness and fear out of the possibilities for service.
2. The new dialogue among community agencies and the public library, initiated by the library.
3. The new ability of the participants to engage in detailed, collaborative planning and management by objectives.
4. The AAEC products—the Library Service Guides, Your Public Library, bibliographies, etc.

WHAT DO THE PARTICIPANTS SAY THEY WILL DO DIFFERENTLY AS A RESULT OF THE INSTITUTE?

What the participants said they would do differently is laid out goal by goal, activity by activity in the reference volume. That volume is made up of the work agreements of the sites from this year.

WHAT WERE THE MAJOR STRENGTHS OF THE INSTITUTE?

Strengths

The major strengths of the institute-dissemination series in the AAEC's view have to do with the design:

1. the on-site community tailored training;
2. the whole staff involvement, at least during the planning session (sometimes referred to as "entity" or "whole entity" training—the training of the whole entity or institution);
3. the dialogue with and advice and consent of the community representatives;
4. the AAEC position that the only true judge of the success of the library training is the patron;
5. the Library Service Guides;
6. the developmental nature of the institute-dissemination series. Sometimes this strength was seen as a weakness by the trainers, however. As needs arose during the the course of the project. materials and procedures were developed to meet those unanticipated needs. This was far less of a problem in 1974-76, however, than in 1973-74.

WHAT WERE THE MAJOR WEAKNESSES IN THE AAEC INSTITUTE-DISSEMINATION SERIES?

Weaknesses

1. The follow-up period of the training (the post-planning session period) was weaker than the other parts of the dissemination-institute series.
2. In 1973-74 the lack of client participation planning and decision-making was a definite weakness. However, in 1974-75 the client advice and input into planning is much stronger at some sites, but the AAEC has not yet found truly effective means of involving clients in active decision-making.
3. Materials needed by the participants kept going out of print because of national demand.

WHAT WERE THE MAJOR PROBLEMS ENCOUNTERED AND THEIR SOLUTIONS?

Tokenism

Those library staffs which had already developed some services to disadvantaged adults prior to the institute (which, it will be recalled, they had requested) were exceedingly difficult to involve in a review and expansion of those services. There was on the part of a few libraries a tokenism concerning services to the disadvantaged adult in their service area which is hard to justify in terms of the large proportion of such individuals to the total population of their service areas. One library, for example, expressed satisfaction and pride over one branch library's services to the disadvantaged. The branch library's services were considered a major effort although it reached only 125 of the 159,000 adults in the library service area who did not have a high school diploma. Candidly pointing out tokenism—is all that is necessary sometimes to help some of the librarians go forward.

Traditionalism

Many of the librarians has a "house of books" concept of the library which can be very hard to overcome. Librarians with this traditional view of the library have tended—in the AAEC experience—to define their jobs in terms of the custody and the control of books, rather than in terms of human or public services. It is difficult to move the group to plan noncustodial kinds of service goals under such circumstances. They feel "their" materials are threatened by new users, new publics.

Frequent reiteration of the human problems caused by undereducation and poverty that the group has already defined on the first day of the planning meeting often breaks down resistance to the kinds of outreach service goals which have proved to be especially beneficial to disadvantaged adults.

Security

The national high crime rate has taken its toll in public services—especially those essential evening services. Since the danger does exist to a greater or lesser extent, it is almost impossible to ascertain when resistance to new services is the result of realistic fear and when it is the result of individual hostility to potential user groups.

Shortage of Staff Time

The outstanding problem with the 1974-75 AAEC dissemination-institute series was that there simply was not enough staff time to do everything that needed doing—demand far outran supply.

WOULD THE AAEC CHANGE THE OBJECTIVES OF THE INSTITUTE-DISSEMINATION SERIES?

No.

WERE THE BEGINNING DATES TOO EARLY OR TOO LATE?

It is hard to say that a date is too early to too late unless the time is put into relation with other events. The event which made the beginning dates too early was the late funding. Although the Appalachian Adult Education Center recognizes that the U. S. Office of Education must wait upon the pleasure of Congress for funding, it also recognizes that the Center is expected to work within a fiscal year or disqualify itself for further funding. Therefore, everything must be done now.

This urgency means that the trainers, recent victims of low morale because of job insecurity, are suddenly rushing madly about their states setting up on-going demonstration activities, awareness sessions, community planning sessions, and other types of dissemination activities. Some of the rush is bound to rub off on the local library and community participants.

This urgency also means that though the AAEC can legitimately alert the state library of its plans and even develop plans with the state library, all announcements of its programs must await development and mailing until funding. There is, inevitably, a time lag between advertising a service and receiving a response. Only after the response, of course, can all the scheduling take place. Those sites which were scheduled near the end of the grant year could be said to have been scheduled too late, since they had very little opportunity to benefit from the last component of the institute-dissemination series, the post-planning session support.

Whether the institute could be considered long enough varied with both the scheduling of the awareness and community planning session activities and the amount of information and help the local library needed to implement its goals for services to disadvantaged adults.

DID THE AAEC INSTITUTE-DISSEMINATION SERIES INVOLVE THE OPTIMUM NUMBER OF PARTICIPANTS?

The easy answer would be YES. The 1973-74 external evaluators said:

> *In preparing this report of an evaluation of the AAEC/Library project there is an urgent inclination to complain about the smallness of the project in comparison with the size of the problem it confronts. . .The project being evaluated is financed on a minimum basis for a few states and for a limited number of communities in those states.*

SHOULD THE RATIO OF SUBSTANTIVE CONTENT TO SKILLS DEVELOPMENT BE CHANGED IN THE AAEC INSTITUTE-DISSEMINATION SERIES?

Yes, if more staff were available. The skills development occurs mainly at the end of the training (the post-planning session phase). This phase was not as well developed as the other two components. Therefore, the training available for skills development was in a lower ratio. This does not mean, however, that the skills of the librarians in service to disadvantaged adults did not develop. The precise nature of the work agreement and the materials furnished by the AAEC—and in some states by the state library—allowed for independent and colleague-group learning among the librarians. However, in the best of all possible worlds, the AAEC institute-dissemination model would be much stronger in its last component.

It should be noted that if the state library were to adopt the AAEC model and draw in traveling library science faculty for on-going on-site support in specific skills development after the two-day planning meetings, the local site might have the best of all posssible worlds. The AAEC attempted, rather awkwardly, to involve university and college library science faculty within the states that have library science departments that train public librarians. While the AAEC still believes this is an important facet of its model and still carries an objective for establishing state-university-local training cooperation, it has not done well at implementing the concept.

WOULD THE AAEC CHANGE THE RATIO OF STAFF TO PARTICIPANTS?

Yes. It would be folly to suggest that other multi-state institutions adopting the AAEC institute-dissemination model ask their staffs to work as hard as does the AAEC staff. That would lead to revolt. The AAEC staff cover a great deal of ground and a great many participants through very long hours, but the AAEC staff work hard by choice. The AAEC serves a thirteen-state area and offers technical assistance nationally and internationally, which makes the duties of this particular in-depth project doubly onerous. Should this model be adopted by a university or a state library which planned to work with a few community libraries within the state each year for a number of years, the present ratio of staff to participants could be reasonable. There has not been a piece of educational research since the first one in 1927 which has shown that low student-to-staff ratios improve achievement. However, both students and teachers generally prefer such low ratios—probably because there is less strain in working with fewer people. In other words, a higher ratio of participants to staff is more economical and may have just as high a learning yield, but a lower ratio is less strenous for all—particularly the staff.

WAS THE BUDGET ADEQUATE AND PROPERLY ALLOCATED?

Had the budget been larger, more AAEC central staff could have been added to help with the last component of the training. Possibly more states could have been served. The AAEC received 60 percent less in 1974-75 from the federal government and worked with only one less dissemination-institute community than in 1973-74. This is partly because Mississippi and Kentucky were picking up major parts of the tab with LSCA funds; Tennessee and Ohio were also contributing to the AAEC institute-dissemination series.

It can be said that the AAEC institute-dissemination model is an economical method of training public librarians to serve special publics, including disadvantaged adults. A larger budget would have been less tiring.

DISSEMINATION

The AAEC believes strongly in disseminating its information widely to practitioners in the field, and makes efforts to do so, despite the odds. Recognizing that varied approaches and reinforcement are necessary, the AAEC attacks the problem of dissemination through several methods.

1. Development of specific materials designed for the practitioner (See Appendix B for bibliography.)
2. Unsolicited mailings of materials to state libraries, state departments of education, schools of library science, and departments of adult and continuing education (75,000 AAEC documents distributed)
3. Mailings of materials in answer to request (1,215 requests)
4. Placement of printed materials with the ERIC system
5. Participation in national professional organizations: the American Library Association, the National Association for Public Continuing and Adult Education, the Adult Education Association of the U. S. A., the National Community Education Association, the Kentucky Library Association, and the Kentucky Association for Continuing Education. At nearly all the conferences they attend, AAEC staff members take an active role, disseminating information about their work through formal presentations, materials, displays, and informal meetings (33 presentations made). See Chart 7.

6. Placement of articles in professional journals (nine articles)
7. Visitations of interested persons to the AAEC offices and to AAEC project sites
8. Consultant services in response to requests
9. Telephone interviews with interested people

Dissemination of information about the AAEC's library projects has aroused much interest across the country. The following pages list AAEC dissemination activities through presentations and personal contacts.

The Library Service Guide Series continues to be the most popular publication of the AAEC. Most titles are out of print yet request by mail and telephone continue to come in. From July 1, 1975 through May 31, 1976, the AAEC received 261 letters requesting guides (about a letter a working day). Twenty-one of those letters requested multiple copies, 52 wanted the entire series, and 63 offered to pay. Another 242 letters were received asking for related materials. This is remarkable since the AAEC has done no advertising during this fiscal year. Obviously, the AAEC's reputation is well known.

Chart 7

DISSEMINATION ACTIVITIES

DATE	LOCATION	EVENT
7/1-4/75	San Francisco, CA	American Library Association Meeting
7/15/75	Nicholasville, KY	Follow-up Training
7/17/75	Frankfort, KY	Follow-up Training
7/18/75	Morehead, KY	Follow-up Training
7/23/75	Richmond, VA	State Orientation
8/1/75	Whitesburg, KY	Follow-up Training
8/6/75	Baltimore, MD	State Planning
8/14/75	Elizabethtown, KY	Meeting with State Department Community Education Directors
8/15/75	Frankfort, KY	State Planning
8/27/75	Richmond, VA	Meet with State Library Area Consultants to Set up State Plan
9/4/75	Vanceburg, KY	Awareness Session with Library Board
9/9/75	Campbellsville, KY	Taylor County Awareness Session
9/12/75	Russellville, KY	Awareness Session
9/18/75	Baltimore, MD	State Planning Meeting
9/18/75	Frankfort, KY	Technical Assistance for State Department of Education, Unit of Adult Education

DATE	LOCATION	EVENT
9/23/75	Hazard, KY	Awareness Session
9/25/75	LaGrange, KY	Oldham County Public Library Awareness Session
10/2/75	Morehead, KY	Visitation by Barbara Sowden, Director of Literacy Programs, London, England
10/3/75	New Jersey	Library Workshop
10/9-11/75	Louisville, KY	Kentucky Library Association Meeting
10/10/75	Columbus, OH	Follow-up Evaluation
10/14-15/75	Campbellsville, KY	Planning Session
10/17/75	Frankfort, KY	Planning Session
10/20-21/75	Baltimore, MD	Statewide Awareness Session
10/21/75	Lexington, KY	Guest Lecture, University of Kentucky, College of Library Science
10/24/75	Louisville, KY	Planning Session, Louisville Free Public Library
10/27/75	Louisville, KY	Louisville Public Library/ ABE Planning Session
10/28/75	Russellville, KY	Planning Session
10/30-31/75	Morehead, KY	Information and Referral Workshop
11/3/75	Frankfort, KY	Training Session, Paul Sawyier Public Library
11/5-8/75	Chicago, IL	Attend NAPCAE Conference
11/20/75	Louisville, KY	Louisville Free Public Library/ABE Planning Session

DATE	LOCATION	EVENT
11/24/75	Washington, DC	USOE, Writing Community Education Guidelines
12/2-3/75	Russellville, KY	Logan County Public Library Training Session
12/4-5/75	Cincinnati, OH	Community Education Meeting
12/8/75	Lexington, KY	Information and Referral Social Welfare Seminar
12/11-12/75	Rustburg, VA	Planning Session
12/11-13/75	Chicago, IL	American Library Association Meeting
1/6/76	LaGrange, KY	Preparation for Planning Session
1/8/76	Harlan, KY	Training Session
1/9/76	Frankfort, KY	Video Taping
1/12-14/76	Fredricksburg, VA	Community Education/ABE Workshop
1/16/76	Baltimore, MD	Planning Meeting, Enoch Pratt Free Library
1/16-17/76	Chicago, IL	American Library Association, Technical Assistance, Literacy Manual
1/19-23/76	Chicago, IL	American Library Association Mid-Winter Meeting and Continuing Library Education Network Exchange Meeting
1/26-27/76	Clearwater, FL	State Studies in Adult Education Meeting
1/26-27/76	Hazard, KY	Two-Day Planning Session
1/27-28/76	Wise, Virginia	Two-Day Planning Session
1/29-30/76	LaGrange, KY	Two-Day Planning Session

DATE	LOCATION	EVENT
2/9/76	Richmond, VA	Awareness Session
2/10-11/76	Roanoke, VA	Two-Day Planning Session
2/19-20/76	Russellville, KY	Training Session
2/22-28/76	Morehead, KY	Visitation, Fehmeeda Bokhari, Educational Advisor, Ministry of Education, Pakistan
2/23-24/76	Baltimore, MD	Planning Session, Enoch Pratt Public Library
2/23/76	LaGrange, KY	Training Session
2/25/76	Harlan, KY	Planning Session
3/4-5/76	Maryland	Howard County Planning Session
3/8-9/76	Allegany County, MD	Planning Session
3/8-11/76	Flint, MI	National Community Education Association Workshop
3/11-13/76	Baltimore, MD	Planning Session, Carroll County Public Library
3/16/76	Frankfort, KY	Training Session
3/18/76	Morehead, KY	Visitation by Educators from Union College, Barbourville, KY
3/25/76	Lexington, KY	Guest Lecture, University of Kentucky, College of Library Science
3/29/76	Lexington, KY	Training Meeting
3/30/76	Lexington, KY	Guest Lecture, University of Kentucky, College of Library Science
4/1-2/76	Covington, KY	Kentucky Library Association Meeting

DATE	LOCATION	EVENT
4/5-9/76	Washington, DC	USOE, Review Community Education Proposals
4/7-8/76	Atlanta, GA	Library Institute Series Lecture, Atlanta University
4/14-16/76	Kansas City, MO	ABE Commission Meeting
4/26/76	Cumberland, MD	Pre-planning Meeting
4/28/76	Morehead, KY	Community Education Awareness Workshop
5/6-7/76	Cumberland, MD	Planning Session
5/11-12/76	Richmond, VA	Planning Session
5/17/76	Frankfort, KY	Training Session
5/19-20/76	Marion, VA	Planning Session
5/31-6/2/76	Abingdon, VA	Two-Day Planning Session
6/8/76	Russellville, KY	Logan County Debriefing Session
6/21-22/76	Frankfort, KY	Conduct workshop on Interviewing
7/16-17/76	Chicago, IL	Continuing Library Education Network Exchange Assembly
7/16-18/76	Chicago, IL	American Library Association, Technical Assistance, Literacy Manual
7/18-21/76	Chicago, IL	American Library Association Annual Conference, Presentation and Workshop
7/19-20/76	Urbana, IL	State Staff Development Workshop sponsored by State Department of Adult Education and University of Illinois

APPENDIX A:

Edited draft of article, "Barriers to Synergy in the Community, by George W. Eyster, for joint publication of the Oregon Park and Recreation Society, the Oregon Community Education Society, and the Oregon Association of Health, Physical Education, and Recreation, entitled, Synergy 76.

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BARRIERS TO SYNERGY IN THE COMMUNITY

Synergism among institutions and agencies in the United States is virtually nonexistant. Efforts to develop--even mandate--collaboration among institutions have been real but dismal failures.[1] Despite the obvious benefits of interagency collaboration, little actual collaboration has been documented in the United States.[2]

Collaboration is not a simplistic action or decision and does not occur naturally. Barriers to synergism must be isolated, mutually understood, and dealth with methodically. The following discusssion addresses the "Barriers to Synergy in the Community." The material has been drawn from (1) a philosophical consideration of the sociological and historical nature of the problem related to institutional goals, and (2) a three-year, eleven-state study of generalizable barriers encountered in attempting to develop collaboration between two institutions--public library and adult education services.[3]

Historically, there has been a philosophical debate about the purpose of educational institutions: is the purpose to maintain stability through preserving knowledge and cultures by passing them down through the ages? or are they instruments for social change?

The goals of each institution can be located in position and direction of movement on a continuum ranging from an emphasis on maintenance of the status quo (of culture) at one end to a commitment to effecting change at the other end. The tension between two opposing institutional orientations seem to permeate almost all aspects of the examination of synergism.

Plotting and comparing the philosophy and practice of institutions and of their individual personnel on a continuum such as that in Figure 1 aids in uncovering the problems of coordination between agencies. To interpret this continuum, one would consider both (1) the stated intent of the service which determines the direction on the continuum, and (2) the results of the service which determines the position on the continuum.

The overriding philosophical analysis of institutional goals suggested by these figures may be fundamental in identifying philosophical differences which must be understood and dealt with prior to the prediction of synergistic potentials.

Federal Programs

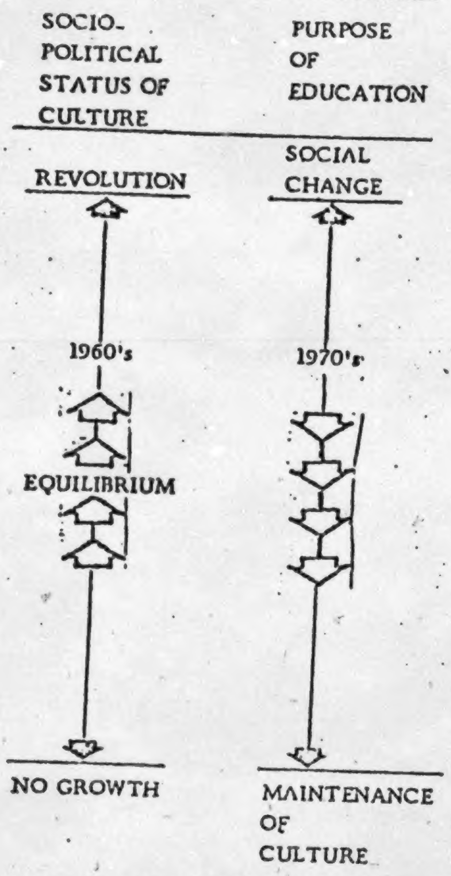
The federal involvement in specialized services is massive, organized, and multi-purposed. Mushromming over the last decade and generally given impetus by the "war on poverty" it is the result of multiple laws, administered in different departments and agencies in different ways.

No single agency of the Federal government has central responsibility for interaction between federal agencies and between local effort. There is no common policy and few coordinating mechanisms designed to assure that the many federal programs constitute a coherent whole. Under these conditions, duplication of time and effort, the contradition of purpose cannot be avoided and effective coordination is impossible.

The widespread lack of effective evaluation of objective assessments is a crucial factor. The bareing of the soul of agencies is threatening and inhibits cooperation.

Funding formulas, guidelines which do not fit intent, grant and reporting mechanisms divert time, effort, and attention and complicate interaction.

Figure 1 - Executive Branch Admin.* Institutions' Degree of Orientation Toward Maintenance or Change



*A comparison of the Executive Branch of Federal Government, Figure 1, on the continuum finds that their positions ~~are~~ have been the same in the last two decades. Both have provided the same general services. Their directions, however, are opposite. In the 1960's anti-poverty programs attempted to give more responsibility to people rather than to elected officials. In 1970's the stance is one of program constraint and of restoring traditional forms of state, local and federal controls into the hands of officials.

Should parallel Text

The life span of programs rarely exceed five years and although there are good reasons for this, long-range planning, administration, and achievement of goals are seriously hampered. The rush to achieve leaves little time for cooperation. The uncertainty of continuation weakens the willingness of other agencies to invest resources in collaboration with new short duration programs.

Organizations confusing agency responsiblity initiate similar programs conducted independently by several agencies serving the same set of objectives--even the same populations. The situation is further complicated by different Congressional committee structures which tend to legislate the finance agencies, programs, and functions in the absense of coordination.

So long as the functional boundaries among federal agencies remain unclear, action ill-defined, and overriding policies neglected, the resources toward collaborative service at all levels will be impaired.

Dissimilar Organizational Structure of Institutions

The largest general difference in organization is the strength and degree of state agencies involvement in local programs. At the local level each program has a head person, a policy-making board, frequently with the power to hire or fire the head person, quite often some kind of regional federation and a state agency. Each must be considered and understood in terms of responsibility and for autonomy to make decisions. Their relationships vary enormously from community to community, state to state.

Differences in Budgets and Funding

The size of budgets makes great differences in the organizational structures and in the status in the community of institutions. For example, because of the generally much larger budget of the local school system than of the local library system, the school superintendent usually holds a more prominent place in the public eye--has more clout because s/he has more jobs to offer than do other agency heads.

The source of agency funding influences organizational differences in terms of origination (from local, state, and/or federal), obligations for accountability, degree of autonomy, and regulatory capacity.

Local Units

At the local level, schools are almost inevitably subdivided into units, i.e., elementary, secondary, and vocational/technical schools. This is less true of other agencies. When the number of units in any organization is large, both the status of the head person and the complexity of interrelating services with other agencies increase.

Political Influences

The politics of organization--the appointment or election of the director--the politics which revolve around appropriation levels or around issues concerning the regulation of services much be understood as they relate to constraints upon cooperation. Approaching the wrong functionary can raise political and territorial hostilities.

Universality

There is a commonly voiced resistance, at least at the philosophical level, to implementing or coordinating services for special groups. The argument runs that services are universal, that they serve "all the people" and that to design special services necessarily drains resources from programs for those already being served. A counter argument that universality inplies a series of publics rather than The Public does not seem to be widely accepted in the agency community.

Place Boundness

Often even where there is no active resistance to serving special needs, the nature of potential patrons, which makes requirements for outreach services that actively seek out new clients important, does not seem to be widely understood or accepted. Service is often defined as a building within which all endeavors must take place, rather than as a program or staff operating out of a building. For example, one of the chief blocks to true community education within the community school movement is the tendency to limit the definition of school to whatever is enclosed within four walls.

Local Government

The local funding and, therefore, local control of some institutions and agencies make it difficult to be responsive to special groups and special needs since spending policies must be justified to local decision-maker

Variable Commitment

Part of the reason that the satisfaction of needs is not universally available is that the effort is not seen by agencies and institutions as a part of their responsibilities.

Marginality

A perceived lack of permanance of programs designed to meet special needs does not encourage long-term planning and increases the timidity of professions to spread meager funding over more programs. The marginal status of new services in parent institutions and agencies leads to high attrition rate in staff and in programs. Programs in such agencies are viewed as "risky."

Selection, Self-Selection, and Roles Expectation of Personnel

Although a host of staff selection patterns exist in institutions, the marginality of some of their specializations affects the tenure and, therefore, the professional commitment of those employed. Some staffs are all too often paid only for client contact. Fringe benefits are rare even for full-time personnel and tenured jobs unheard-of. Many programs are manned completely by moonlighting staff. Consequently in many institutions and agencies the annual drop-out rate of staff is disasterous. The costs in new training, loss of learning, and the jeopardy to coordination caused by inexperienced staffers is incalculable.

While selection criteria for staff do exist, the self-selection of personnel into many programs too often has less to do with the goals and clientele of the program than with the need for additional source of income rather than to make a career commitment. Lack of such a commitment does not necessarily render the person ineffective, but it tends to limit the time and attention s/he can or does pay to program, much less to cooperation.

Unfortunately, strong unions sometimes unintentionally preclude quality programs and ability of personnel to cooperate, e.g., the hiring of those with seniority, whether or not those people are prepared in attitude and by training to be effective. Unions may in fact foster traditionalism quite antithetical to the needed flexibility in program and in cooperative efforts.

There appears to be some general differences in role expectations between groups of professionals which may in some instances be related to the personality types who select themselves into the professions. They may or may not see themselves as having a supportive function with other professionals. As a generalization, teachers may be outgoing, empathetic, somewhat service-oriented but private. They are isolated from other social services by a "my-class-room" syndrom.

Accreditation

Established accreditation seems to have had the most traditional culture-transfer-like requirement. The prestigue of accreditation encourages greater exclusivity and restrictiveness.

This lack of accreditation affects the job opportunities, and interpersonal relationships become increasingly difficult between those with certification and those without certification. Striving for professional legitamacy through accreditation may be more central to one group than another.

Research and Demonstration Programs

Initially programs are apt to be exceedingly traditional--of a culture-transfer variety--when instituted by traditional leadership with traditional insights and materials. However, the introduction of demonstration and research activities tend to open systems to increasingly innovative and change-oriented activity by creating new specializations. On the one hand, the change in direction is accompanied with suspicion, occasional fear, and reticence to cooperate and can be a positive force on the other hand.

Professional Associations

Over the years, institutions and agencies with specializations have developed national, state, and local professional associations with the responsiblity to act as advocates and lobbyists for its membership. The tensions between these associations and their functions somewhat neutralize their effectiveness as change agents in the professional field.

Educational Lobbies

Legislation doesn't just happen. It is response to felt needs and the energetic efforts of individuals and groups who lobby. The professional associations represent the educator/agency lobby force. This force is not a massive single effort and rarely is there consensus among educational associations on specific legislation--most often, competing interests. Associations' competition at the lobbying levels tend to confuse Congressional advocates and to weaken symergy potential at ALL levels.

Time Adjustments

Many agencies and institutions operate on fixed time. Clients must adjust to program time rather than program time being adjusted to fit people time. What time is available becomes a premium, and nontraditional approaches are seen as a waste of time rather than as a needed service.

Waning Specilizations

The interest and intensity of the federal government interest in strengthening specializations for needed services in waning. In a time of inflation and higher taxes, the combination of less money and usually unjustified accusations of poorly managed programs threatens or reduces the future for needed specializations which increase the necessity for synergism among programs but also suspicion regarding longevity.

Figure 11

Table 3 summarizes the trends and barriers to synergism.

The Degree to Which Synergistic Relationships are Actually Occurring

Individual Leadership. Synergism and related activity in collaboration designed to strengthen the quality of life in the community has occurred throughout the United States. Most often, dramatic successes and continuation must be attributed to magnatism or power and leadership of a special person--the rare human catalyst in a situation-specific location and time.

The emergence of the concept of community participation in the planning process in and among education and social service agencies offers great hope for increased synergistic relationships (providing that problems of communications can be bridged to the various segments of the community).[5]

Community Education. The emergence of community education philosophy and process, which calls for maximizing the utilization of local community foreces and resources in human and community problem solving, is predicated upon synergism and offers great promise. The movement, currently encouraged

TABLE #3 - SUMMARY

TRENDS DISCOURAGING SYNERGISM BETWEEN AND AMONG AGENCIES AND INSTITUTIONS

Varying political nature of agencies

Marginal status of programs, fundings, and staff

Resistance to special publics, e.g. disadvantaged

Fear -- working with street people

"THING" orientation vs. "SERVICE" orientation

Unions -- credentialism, time, and senority

Sheer distance in rural areas

Interagency communications -- institutional languaging

Place-boundness vs. outreach

Role changes -- loss of role rather than role enhancement

Program impositions

Associations with vested interests and credentialism

Low or zero funding of may service agencies

varying number of units and related problems and power

Culture- transfer aspects -- the maintenance of culture vs. social change

Passive resistance from groups for whom serivce is intended

Repository function -- anti-service or program concept, e.g. museums, libraries

Variable roles and capacities of various state agencies -- decision makers vs. advisory functions

Limited view of education responsibility -- children and youth vs. all ages

Interpretation of the concept of universality vs. specialization of service to special groups in need

Time conflicts between agencies services and client participants

Minimally trained staff and part-time staff in specializations

Success of paraprofessionals and related problems of professionalism

Goal displacement -- resistance if you get too far away from institutional goals

Goal displacement by client -- client goals differ from agency and institutional goals

Weak local government commitment to the community needs of the various Publics

Dissimilar organizational structures, i.e. unequal hierarchies

Differences in compulsary accountability for priorities in some institutions and agencies

Services not univerally desirable to or for all segments of the population

Confusion among federal, state, and local agencies and resulting proliferation of similar services and competition through federal legislation[6] [5] is gaining widespread interest and impetus. Many reports from the National Community Education Association[7] indicate that communities (school districts) are currently engaged in community education program development and that State Departments of Education have state-level-enabling legislation. The success of community education programs attest to the success of synergism at the local level.

National Associations. More recently, workshops and seminars led by representatives of the Mott Foundation and the National Community Education Association have brought together the leadership of national professional associations to attack the problems of synergism directly. On one occasion, community educators met with representatives of the American Association for Health, Physical Education, and Recreation, a meeting which led to cohesive cooperative planning and yielded a major document published by Leisure Today.[8] [6] A second meeting convened by leaders of the two major national associations of adult education (and the coalition of adult education) and community educators clearly indicated their intense desire to advance concepts of synergism.

Federal Legislation. Two major pieces of Federal legislation call for and the advance the concepts of synergy among agencies. Both are a part of the Elementary and Secondary Act of 1974.[12] [7] The Community School Act by definition requires coordination: . . . *is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community.*[13] The Adult Education Act states: *funds shall be used for. . . (B) involve programs of adult education which are part of community school programs,* *carried out in cooperation with other federal, federally assisted, state, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to problems of persons with educational deficiencies.*[14]

A highly significant federal bill is currently being introduced in Congress entitled "The Lifelong Learning Bill" under the sponsorship of Senator Mondale. The proposed drafts recognize needed synergy, *The present diversity of lifelong learning programs, the multiplicity of federal support and its distribution throughout the federal government, and the lack of coordination of lifelong learning programs. . .* One of the four major purposes of the proposed bill is to *(4) . . . improve coordination and effectiveness of lifelong learning programs.*[15] 10

Conclusions

There are enormous needs to expand educational, recreational and other social services to communities in the United States.

Despite the traditionalism rampant in institutions, there is a swelling urgency to meet needs leading to social change.

Institutions can overcome all obstacles to services and to the coordination of services.

A community planning process which recognizes and deals with the constraints, inhibitors, and prohibitors will enable maximum coordination and collaboration for specialized services meeting identified needs.

The presence of a middleman or catalyst in the growth of specialized services and coordinated service speeds and eases the planning process.

As a nation we can no longer afford, either socially or economically, the fragmentation and costly duplication of needed specialized services. The intelligent study, sensitivity, and understanding of the barriers to synergism will lead to sound community planning and utilization of ALL resources to the benefit of ALL publics.

FOOTNOTES

[1] Gordon King and Timothy Regan, System for Interagency Coordination in Adult Education, ESC, 1211 Connecticut Avenue, N.W., Washington, DC.

[2] Interagency Cooperative Issuance No. 69-2, CAMPS National Planning Guidance for FY '69, March 19, 1968.

[3] Ann P. Drennan, and George W. Eyster, Interrelating Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models, Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky, 1973 (OEG-0-72-2523).

4 ~~[5]~~ Neal H. Hurwitz,"Communications Networks and the Urban Poor," Equal Opportunity Review, ERIC Clearinghouse on Urban Educationm, Institute for Urban and Minority Education, Teachers College, Columbia University, New York, NY.

5 ~~[6]~~ Amendments to the Elementary and Secondary Education Act of 1965, P.L. 93-380, 93rd Congress, August 21, 1974; and Title IV Consolidation of Certain Education Programs, Section 405, Community Schools.

6 ~~[8]~~ Recreation Division, American Association for Health, Physical Education and Recreation, "Community Education," Leisure Today, JOHPER, issue 34, April 1974. (This issue noted was published following a major workshop involving representation of the National Community Education Association and the American Association for Health, Physical Education, and Recreation to consider needed collaboration and cooperation between the emerging community education movement and existing recreation programs.)

7 ~~[12]~~ Amendments to the Elementary and Secondary Education Act of 1965, P. L. 93-380, 93rd Congress, August 21, 1974.

8 ~~[13]~~ Ibid, Title IV Consolidation of Certain Education Programs, Section 405, Community Schools.

9 ~~[14]~~ Ibid, Title VI, Extension and Revision of Related Elementary and Secondary Education Programs, Part A, Adult Education.

10 ~~[15]~~ Senator Walter F. Mondale, Senate Bill 2497. To amend the Higher Education Act of 1965 to encourage the establishment of lifetime learning program, and for other purposes. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act be cited as the "Lifetime Learning Act."

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